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ABSTRACT

This report provides an overview of the Catholic elementary education. The instrument used to survey the schools was a 100-item questionnaire, which was based on an instrument used in a study of Catholic elementary-school finances in prior years. The questionnaire had four main parts: school demographics, financing, compensation, and special issues. Findings were based on 685 responding schools, and the results are divided into four parts. The first section examines income and pays particular attention to tuition, cost of materials, parish subsidies, fund-raising, and endowment funds. The next chapter looks at expenses, specifically per-pupil costs and salaries of principals, teachers, and other personnel. The third section discusses special issues, with an overview of prekindergarten and kindergarten programs, extended-day programs, day-care program, technology, school-lunch programs, summer school, school uniforms, and other issues. The last section dwells on respondents' comments on fund-raising, development, management procedures, and parental involvement. Some of the highlights from the survey include average tuition, average per-pupil costs, average salaries for a lay principal and for a teacher, types of tuition aid, and the percentage of schools with a kindergarten program. An appendix features the survey form and a list of schools that responded. (RJM)

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SCHOOL EXPENSES

	Actual 1996-97	1997-98	Projections 1998-99	1999-2000	2000-2001
INSTRUCTIONAL SALARIES (Exclude employer's share of Social Security)					
a. Lay teachers & lay principals					
b. Religious teachers & principals					
c. Substitutes					
d. Social Security (Employer's Share)					
e. Lay Emp. Benefit Programs (Employer's Share)					
f. Unemployment compensation					
Total of: a,b,c,d,e					
INSTRUCTION—OTHER					
a. Textbooks & workbooks—secular					
b. Textbooks & workbooks—religious					
c. Library books & supplies					
d. Teaching supplies & AV supplies					
e. Office supplies & expense					
Total of: a,b,c,d,e					
OPERATIONS, SALARIES					
a. Custodian					
b. Office staff					
Total of: a,b					
OPERATIONS, OTHER					
a. Fuel					
b. Electricity, water, gas, phone					
c. Custodial supplies					
d. Custodial services (Contracted)					
Total of: a,b,c,d					
MAINTENANCE					
a. Building repairs					
b. Scheduled maintenance					
c. Repair & replacement of furn					
Total of: a,b,c					
FIXED CHARGES					
a. Property insurance					
b. Pupil insurance					
c. Teacher inservice					
d. Other fixed costs					
Total of: a,b,c,d					
TOTAL SCHOOL EXPENSES	$	$	$	$	$
TOTAL CONVENT EXPENSES	$	$	$	$	$
TOTAL EXPENSES	$	$	$	$	$

BALANCE SHEET FOR CATHOLIC ELEMENTARY SCHOOLS:

1997 INCOME AND EXPENSES

Robert J. Kealey, Ed.D.
Executive Director
Department of Elementary Schools

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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1997 INCOME AND EXPENSES

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NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION
WASHINGTON, DC

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HIGHLIGHTS

The information presented in this study is based upon a random sample of Catholic elementary schools across the United States. This sample represents 9.8% of all the Catholic elementary schools. The data reported are based on the 1996-97 school year.

- The average tuition charged for the first child of a family in the parish was $1,499.
- Eighty-six percent of the schools had a tuition scale for families with more than one child attending the school.
- Eighty percent of the schools had some form of tuition assistance.
- Fifty-nine percent of the schools had a tuition scale for children from another parish and for non-Catholic children.
- Eighty-seven percent of the schools received a parish subsidy.
- Forty-three percent of the schools had an endowment program.
- The average per-pupil cost was $2,414.
- Fifty-seven percent of the per-pupil cost was covered by payments received for the tuition and fees charged.
- The average salary for a lay principal was $37,403.
- The average salary for a beginning teacher with a bachelor's degree was $17,683.
- The average salary for all teachers with bachelor's degrees and higher was $21,882.
- The average amount spent per student on instructional materials was $320.
- Fifty-two percent of the schools had a prekindergarten program.
- The average tuition for full-day prekindergarten programs was $1,997.
- Ninety-four percent of the schools had a kindergarten program.
- The average tuition for full-day kindergarten programs was $1,614.
- Sixty-six percent of the schools had an extended-day program.

PREFACE

Since the 1969-70 school year, the National Catholic Educational Association (NCEA) has published statistical reports on Catholic elementary and secondary schools in the United States. Extensive data on these schools and other private schools did not exist prior to that time. This information was needed to understand this significant sector of the American educational enterprise, to provide a basis for informed discussion regarding potential forms of federal and state assistance to the students attending these schools, and to encourage improved local management. The more recent practice of NCEA has been to issue financial reports every year; however, in fiscal years ending in an odd number the report focused on elementary schools, and in fiscal years ending in an even number the report focused on secondary schools.

In 1989, the NCEA Department of Elementary Schools Executive Committee requested more detailed information on the finances of Catholic elementary schools. Since that time, these biennial reports have included national data on tuition; parish subsidy; salaries of principals, teachers, and other support personnel; benefits; finances related to preschool programs; school efforts regarding development; and information regarding a variety of other issues. This information is also published according to the location of the school (inner city, urban, suburban, or rural); the geographic area of the country; the sponsorship of the school (parish, interparochial, diocesan, or private); and the school enrollment (1-99; 100-199; 200-349; 350-499; 500+).

The NCEA Department of Elementary Schools Executive Committee believes that by making known such extensive information, decision-makers on the diocesan and school levels will be better informed. This information will assist them to evaluate their own financial situation and to plan for the future. The executive committee also believes that by making public such information, those who seek to assist Catholic elementary schools will have a clearer picture of the financial contribution that Catholic school parents make to the total education of their children and of the financial contribution that tens of thousands of Catholic elementary school educators make to the good of American society.

The quality of Catholic education has been documented in many research studies. In 1996, hundreds of Catholic school students in grades 4 and 8 participated in the National Assessment of Educational Progress Tests in reading, mathematics, science, and writing. These tests, administered by Educational Testing Service under contract to the Office of Educational Research and Improvement of the U.S. Department of Education, used a national probability sample of students in state-run schools, Catholic schools, and other independent schools. In each of these four tests, students in Catholic schools at the fourth- and eighth-grade levels scored noticeably higher than students in the same grades in government-controlled schools. Although the U. S. Department of Education's analysis is not detailed enough to attribute the higher scores of Catholic school students to the school programs, the fact that in all three of the 1996 tests and in every test administered by the National Assessment of Educational Progress students in Catholic schools scored higher than students in government-operated schools provides some insight into the quality of Catholic school education.

The last five years have seen an increase in enrollment in Catholic schools. What do parents expect when they enroll their children in Catholic schools? Someone who is unfamiliar with Catholic education may wonder why hundreds of thousands of parents are willing to pay high tuitions for the education of their children in Catholic elementary schools. Numerous research studies have shown that parents place their children in Catholic schools for three reasons. Parents recognize the superior academic achievement of Catholic school students over students in government-owned schools; this is especially true in the inner cities of the United States. Parents see in Catholic schools secure and disciplined learning environments that nurture children. Finally, parents acknowledge that children must be exposed to a total education, which includes growth in religious awareness and a critical evaluation of the world in light of basic moral principles.

Unlike parents who send their children to state-sponsored schools, Catholic school parents each month make a deliberate decision to send their children to Catholic schools when they write the tuition check. Another testimony to the quality of Catholic schools is the fact that 12% of the children enrolled in them are non-Catholic children. In

many urban areas, the enrollment of non-Catholic children approaches 100%. These parents freely choose Catholic schools because they recognize the quality of their programs. These poor parents are the ones most in need of government legislation providing all parents with the means to exercise their constitutional right to select the school that is best for their children.

Someone who is unfamiliar with Catholic education may also wonder why tens of thousands of Catholic elementary school teachers are willing to teach in these schools for salaries substantially below those generally earned by teachers in government-sponsored schools. Several recent research studies sponsored by NCEA of Catholic school teachers provide insight into this issue. Catholic school teachers recognize that they share in the teaching ministry of Jesus. They value providing a total education to students. Teachers model for the students and the students model for the teachers the meaning of Jesus' message in today's world. Teachers treasure being with their students in the joint pursuit of the truth, even when the truth is elusive and ultimately causes them to alter their ideas and behaviors. Although the salaries of Catholic school teachers are not as competitive when compared to those of other educators, and the teachers themselves would like to see them improved, Catholic education offers added dividends that these educators prize. Over 94% of Catholic school teachers expressed a great deal of satisfaction with their job.

Many people assisted in the production of this report. The NCEA Department of Elementary Schools acknowledges with gratitude the work of the following: Tara McCallum organized the production and distribution of the questionnaire, edited the final text, and oversaw production of the book; Cedric Bernescut and Meredith McDaniel performed the laborious task of entering all the data; Joseph Domask typed the manuscript; and Beatriz Ruiz set the text for print. James McDaniel, NCEA director of administrative services, provided valuable assistance by coordinating the work of the Department with programmers and examined runs of the data to ensure that they were accurate and complete. The Department also acknowledges Alfred and Linda Brown of Ministry of Systems Development, District Heights, MD, who designed the computer program, ran the data, and provided the author with readable reports in order to write the report.

Finally, the Department acknowledges the contribution made by the 685 responding schools. The principals of these schools and those who assisted in completing the questionnaire gave generously of their time. Their willingness to share their information enables all in the Catholic elementary school community and all other interested people to have a clearer picture of the finances of Catholic elementary schools. Without their willing support, this major advance in understanding Catholic elementary schools would not be possible.

The information presented here is factual; the author leaves to the reader its interpretation. The author would be remiss in his duty, however, if he did not remind the reader to reflect on the data in light of the social teachings of the Catholic Church, the pastorals of the American bishops, the obligation of the entire Catholic community to assist in passing on the faith to the next generation, and the obligation of all Americans to insure a literate citizenry.

The NCEA Department of Elementary Schools Executive Committee trusts that those who read this report, no matter what their association with Catholic education is, will be motivated to action. Catholic elementary schools provide a public service by educating students to become leaders in America and by instilling in these students the values of perseverance in their search for the truth, justice in their relationships with others, honesty in all matters, concern for those who are less favored, and courage to stand by their convictions. Everyone who reads this report has an obligation to see that this effective system of education expands.

Kieran Hartigan, RSM, P.D.
President

Robert J. Kealey, Ed.D.
Executive Director

NCEA Department of Elementary Schools
Feast of St. John Baptist De La Salle, Patron of Teachers, 1998

CHAPTER 1
METHODOLOGY

CONTEXT

The records of the early missionaries who came to these lands indicated that schools were an important aspect of their missionary endeavor. Several Catholic schools providing an education today can trace their roots back to the eighteenth century. When more formal education became a necessity during the second half of the nineteenth century and first part of the twentieth century, Catholic schools rapidly expanded across the United States.

During the 1996-97 school year, 2,014,272 students were enrolled in Catholic elementary and middle schools. This was an increase of almost 14,000 students since the last edition of this report was made two years ago. These students attended programs from preschool through the ninth grade in 7,005 different elementary and middle schools (Milks, 1997) in all 50 states and the District of Columbia. Over 12% of these students were not of the Catholic religion. Providing education to these students were 107,548 full-time and part-time teachers and administrators. The 1996-97 school year marked the fifth consecutive year since 1964 that the total Catholic elementary school enrollment had increased over the previous year.

This vast educational enterprise was financed almost entirely by the Catholic community. Federal programs did provide some assistance to the students who were educationally and economically deprived. A few states (e.g., New York and Pennsylvania) reimbursed teachers and school administrators for maintaining mandatory records such as attendance, health, and achievement. Most states, however, provided no assistance, not even school buses to transport the students to class (e.g., Missouri and Virginia).

Many bills seeking vouchers for parents to send their children to the school of their choice have been introduced into state legislatures. Generally, these voucher proposals focused on low-income parents who, many legislators believed, were locked into sending their children to state-run schools which did not provide an acceptable education for children. Two such bills have been passed and signed by the governors. However, the law assisting parents in Milwaukee has been held up in the courts, and public funds have not been provided for those poor parents who wish to send their children to religiously affiliated schools. In Cleveland, on the other hand, the law has been implemented despite litigations currently in process. Several thousand poor students received public funds to attend Catholic and other independent schools in this city during the 1996-97 school year.

Perhaps the fastest-growing area of support for Catholic and other independent schools has come from the business community. For years, businesses have contributed millions of dollars to special funds to aid poor children to attend Catholic schools. The success of the Big Shoulders program in Chicago, the BLOCKS program in Philadelphia, and the Inner City Scholarship Program in New York is legendary. Businesses are now setting up privately funded voucher programs. The Golden Rule Insurance Company in Indianapolis was one of the first major companies to establish such a program. In 1997, 28 cities in 18 states and the District of Columbia had privately funded voucher programs for 10,587 students.

As this report shows, the largest burden of educating the students was borne by the children's parents through their tuition payments. The parish community, which included these parents, provided additional support.

Based upon the per-pupil cost to educate a child in the government-controlled schools during the 1996-97 school year, the parents of Catholic elementary school students provided, in addition to the taxes that they paid, a financial gift to the various local and state governments and to the federal government of over $13 billion. This sum is the approximate cost governments would have paid if all Catholic elementary/middle school students had attended public schools.

QUESTIONNAIRE

Development of the Questionnaire

The instrument used to acquire the data for this study was a 100-item questionnaire, the 1996-1997 Survey of Catholic Elementary School Finances. Appendix A presents a copy of the questionnaire and the response sheet. Four sections composed this instrument:

Section 1	School Demographics	16 items
Section 2	Financing	21 items
Section 3	Compensation	37 items
Section 4	Special Issues	26 items

This questionnaire was based upon the instrument used in the study of Catholic elementary school finances for the 1988-89 school year, the 1990-91 school year, the 1992-93 school year, and the 1994-95 school year. See page 2 of *United States Catholic Elementary Schools & Their Finances 1989* (Kealey, 1990) for a detailed description of the development of this instrument. A few changes were made in the instrument for the present study, as a result of suggestions received from the field and of the experience gained from the 1989, 1991, 1993, and 1995 studies.

Distribution of the Questionnaire

On September 13, 1997, the questionnaire was mailed to the sample of schools. This date was selected for several reasons. This study is based upon the finances for the 1996-97 school year, the 1997 school fiscal year. By September of 1997, all costs for the previous school year should have been tabulated. The data given, therefore, would be as complete as possible and would represent real figures, not projections. Also by this date, the school year was underway and the administrators would not have as many distractions as during the first few weeks of school. Each of the schools received a cover letter, an instrument, a response sheet to record its answers, and a self-addressed stamped envelope to return the questionnaire.

As each school returned the questionnaire, the school's name was noted on the master list. All information regarding individual schools was kept completely confidential. The returned questionnaires were due at the offices of the National Catholic Educational Association by October 13, 1997.

On November 7, 1997, a letter was sent to every arch/diocesan superintendent of schools who had schools that did not return their questionnaire. Accompanying the letter was a list of schools that did not respond. This letter asked the superintendent to encourage schools to return their completed questionnaire (see Appendix B).

SAMPLE

Participating Schools

During the 1996-97 school year, 7,005 Catholic elementary and middle schools provided education to over two million students in prekindergarten to grade 9. In order to insure a sample of sufficient size to be included in the various subgroups of this study, a decision was made to distribute 1,012 questionnaires. This is about 14% of all U.S. Catholic elementary and middle schools.

Throughout this study, the term *elementary school* is used to include both elementary schools and middle schools. In 1996-97, 6,903 Catholic elementary schools and 102 Catholic middle schools provided an education to 1,996,172 elementary school students and 18,100 middle school students. Catholic middle schools are more closely associated with Catholic elementary schools; therefore, the two of them are included together in this report. In future years, if the number of middle schools continues to grow, their finances will be reported separately in this report.

The schools selected to participate in this project were chosen at random, using every seventh elementary and middle school on the NCEA roster of all member schools according to zip code. This random selection insured that each state would have in this survey a percentage of schools comparable to the number of Catholic elementary schools in the state.

The completed questionnaires began to arrive in late September. A total of 692 questionnaires were returned. This represents a total return rate of 68.4%. One questionnaire was returned because the school had merged with another school. Three questionnaires were returned because they were early childhood centers. One school declined to participate. Two questionnaires contained insufficient responses to be included in the database.

A total of 685 questionnaires were actually included in the database. This represents a return rate of 68.1% and 9.8% of all Catholic elementary/middle schools in the United States during the 1996-97 school year. Every state except Alaska (6 schools), New Hampshire (25 schools), and Utah (10 schools) is represented in this sample.

School sponsorship. Catholic elementary schools were sponsored by the parish community (called parish school), by two or more parishes (called interparochial school), by the diocesan office of education (called diocesan school), or by a religious community or separate board of education (called private school). Exhibit 1 shows the percentage of responding schools and the percentage of all U.S. Catholic elementary schools in 1996-97 according to each of the four types of sponsorship.

Throughout this report, some percentages may add up to a little more than 100% or a little less than 100% due to rounding off to one decimal place.

EXHIBIT 1
Percentages of Responding Schools and of All Schools by Sponsorship

	Respondents		All Schools[a]	
Sponsorship	**%**	**n**	**%**	**n**
Parish	78.6	539	81.6	5,715
Private	3.8	26	4.3	298
Interparochial	7.8	53	11.5	805
Diocesan	9.8	67	2.7	187
Total	100.0	685	100.0	7,005

[a]These data are from Milks, 1997, p. 9.

Location of schools. One of the identification items on the survey asked the respondent to indicate if the school's location was inner city, urban (non-inner city), suburban, or rural. Exhibit 2 shows the percentage of responding schools in each of the four locations and the percentage of all U.S. Catholic elementary schools in these locations in 1996-97.

EXHIBIT 2
Percentages of Responding Schools and of All Schools by Location

Location	% Respondents	% All Schools[a]
Inner City	15.8	13.0
Urban	30.7	31.7
Suburban	33.3	30.7
Rural	20.2	24.6

[a]These data are from Milks, 1997, p. 12.

Rural schools are slightly overrepresented (five percentage points), and inner-city schools are slightly underrepresented (three percentage points).

Geographic regions of the country. In all of its statistical reports, NCEA divides the country into the six regions listed below.

Region 1, New England - Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Region 2, Mideast - Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania
Region 3, Great Lakes - Illinois, Indiana, Michigan, Ohio, Wisconsin
Region 4, Plains - Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota
Region 5, Southeast - Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
Region 6, West/Far West - Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming

Exhibit 3 shows the percentage of responding schools in each of the regions and the percentage of all U.S. Catholic elementary schools by region during the 1996-97 school year. In all six of the geographic regions, this financial study reflects within one and a half percentage points the actual percentage of schools in the region.

EXHIBIT 3
Percentages of Responding Schools and of All Schools by Region

Region	% Respondents	% All Schools[a]
New England	6.3	6.7
Mideast	28.6	27.1
Great Lakes	24.8	25.8
Plains	11.5	11.7
Southeast	10.7	11.6
West/Far West	18.1	17.4

[a]These data are from Milks, 1997, p. 8.

Student enrollment. The final factor in this study considered the size of the student population in the schools. The five categories of school size corresponded to the five categories that NCEA employs in its other reports: schools with a population of 1-99 students, 100-199 students, 200-349 students, 350-499 students, and 500 or more students.

Exhibit 4 shows the percentage of schools in each category of this study. The data reveal that about 30% of the schools have an enrollment of less than 200 students. The median school in this study had an enrollment of 200-349 students.

EXHIBIT 4
Percentages of Responding Schools by Enrollment Size

Student Enrollment	% Respondents
1-99	6.0
100-199	24.9
200-349	41.2
350-499	17.3
500 or more	10.7

Title I Services

Seventy-six percent of the schools responding to this survey had students who were eligible to receive some form of Title I federal assistance. To qualify for this assistance during the 1996-1997 school year, students had to be economically deprived. Only about 73% of the schools with eligible children had children who actually received the Title I services.

Exhibit 5 shows the percentage of schools with students eligible for Title I services and the percentage of those schools with children who actually received such services by region and location.

EXHIBIT 5
Percentages of Schools with Students Eligible for Title I Assistance and of Those Schools with Students Who Received Assistance by Region and Location

	% of Schools with	
Region	**Eligible Students**	**Assisted Students**
New England	76.7	75.0
Mideast	77.1	78.2
Great Lakes	77.7	63.8
Plains	91.0	75.0
Southeast	58.6	75.5
West/Far West	70.0	73.0
Location		
Inner City	93.3	84.6
Urban	73.8	77.4
Suburban	59.7	58.7
Rural	91.1	75.4
National	75.6	72.8

Family Income

Over 74% of the families had dual incomes, i.e., both parents were working during 1996-97. Only 68% of families in inner cities had dual incomes, but 79% of rural families had dual incomes. Exhibit 6 presents the percentages of families within set income levels. These figures are based on estimates provided by the person who completed the questionnaire.

EXHIBIT 6
Percentages of Families in Set Income Brackets

Income	% Families
$0-$15,000	9.4
$15,001-$25,000	21.0
$25,001-$40,000	32.3
$40,001-$60,000	22.3
More than $60,000	15.9

REFERENCES

Kealey, R. J. (1990). *United States Catholic Elementary Schools & Their Finances 1989*. Washington, DC: National Catholic Educational Association.

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CHAPTER 2
INCOME

TUITION

Tuition was defined in this study as money paid directly to the school for the education of the child. Determining the average tuition for all Catholic elementary school students is very difficult. Many schools (86%) have a sliding tuition scale for families with two or more children attending the same school. A different scale is used for Catholic students who are not members of the parish sponsoring the school (59%). A separate tuition scale exists in many schools for non-Catholic children (68%). In some parishes, a negotiated, or fair-share, tuition policy exists (36%). Some schools have a different tuition for children in different grades. Another common practice is to charge one tuition rate when it is paid yearly and a higher rate when it is paid monthly. Finally, many parishes provide reduced tuition for families experiencing financial difficulties. Considering all these factors and arriving at an average tuition is next to impossible.

For this survey, the respondents were asked to indicate the tuition charged for the first child in a family that was a member of the parish. This tuition frequently is the amount from which all the other tuitions are derived. In the section that follows, the tuition is only for children in grades 1 to 8. In a later section, the tuitions for preschool and kindergarten programs are examined.

An increasing number of schools are involved in fair-share tuition programs, and more parishes are using stewardship programs. Thirty-six percent of the respondents indicated that the parish and school followed a stewardship program during the 1996-97 school year. Because of this large percentage, future surveys will have additional questions on this topic to discover the extent to which this program covers the school costs.

Tuition for Catholic Children in the Parish

According to this survey, about 75% of the student body in these Catholic elementary schools were members of the parish. The average tuition for the first Catholic elementary school child of a family in the parish in grade 1 to grade 8 was $1,499 during the 1996-97 school year. NCEA reported the average tuition for such a child during the 1994-95 school year to be $1,303 (Kealey, 1996). The 1997 tuition represents an increase of 15% over the two-year period since the previous study was reported. This increase is higher than the 13% increase that occurred between 1993 and 1995.

The average tuition in 1996-97 for one child in grades 1 to 8 in the private schools that responded to this study was $2,760.

In 1996-97, about 80% of the responding Catholic elementary schools had a tuition assistance program.

Tuition in elementary schools varied according to the geographic region of the country. The lowest average tuition during the 1996-97 school year was in the Plains, $977, which was $522 less than the national average, while the West/Far West had the highest average tuition, $1,894, which was $395 more than the national average. Exhibit 7 shows the 1996-97 average tuition according to the geographic regions of the country.

EXHIBIT 7
Average Tuition by Region

Region	Tuition
New England	$1,571
Mideast	$1,533
Great Lakes	$1,234
Plains	$ 977
Southeast	$1,794
West/Far West	$1,894
National	$1,499

Tuition also varied according to the location of the school. Rural schools charged the lowest tuition, an average of $970, while suburban schools charged the highest tuition, an average of $1,702. The respondents to the questionnaire designated their own location according to the four categories given. Exhibit 8 shows the 1996-97 average tuition by school location.

EXHIBIT 8
Average Tuition by School Location

Location	Tuition
Inner City	$1,562
Urban	$1,613
Suburban	$1,702
Rural	$ 970
National	$1,499

As has been the case since average tuition by location was first reported, rural schools had the lowest tuition. The increase in tuition for urban and inner-city schools has been about $200 over the two-year period since the last report; however, the increase in tuition in suburban schools has been almost $300 during the same period.

Exhibit 9 shows the average tuition during the 1996-97 school year for the first child of a parent living in the parish according to school sponsorship. Not surprisingly, private schools had the highest average tuition, since they do not have parish or diocesan support. The tuitions in parish, interparochial, or diocesan schools were all within $35 of each other. This closeness of tuition costs continues the pattern that has been seen for nine years. Parish schools, however, charge the lowest tuition. This may suggest on one level the importance of the elementary school being attached to one parish.

EXHIBIT 9
Average Tuition by Sponsorship

Sponsorship	Tuition
Parish	$1,456
Private	$2,760
Interparochial	$1,491
Diocesan	$1,486
National	$1,499

Exhibit 10 shows the average tuition charged during the 1996-97 school year for the first child of a parent living in the parish according to school enrollment. Tuition varied greatly by the size of the school. The smallest schools had the lowest tuition.

EXHIBIT 10
Average Tuition by Enrollment

Student Enrollment	Tuition
1-99	$ 835
100-199	$1,287
200-349	$1,655
350-499	$1,549
500+	$1,653
National	$1,499

Examining how tuition falls into certain ranges is very instructive. Exhibit 11 shows the percentages of schools that charged tuition between certain ranges according to region, location, sponsorship, and enrollment.

EXHIBIT 11
Percentages of Schools Charging Tuition Between Set Amounts by Region, Location, Sponsorship, and Enrollment

	$1-$499	$500-$1,499	$1,500-$1,999	$2,000+
Region				
New England	0.0	32.5	60.0	7.5
Mideast	1.6	55.8	26.0	16.8
Great Lakes	5.7	62.0	25.3	7.0
Plains	23.9	56.7	14.9	4.5
Southeast	0.0	30.4	37.7	31.9
West/Far West	3.3	17.5	38.3	40.8
Location				
Inner City	2.9	37.3	41.2	18.6
Urban	2.1	44.1	30.3	23.6
Suburban	1.9	37.9	35.9	24.3
Rural	15.5	68.2	14.0	2.3
Sponsorship				
Parish	5.0	48.0	30.4	16.7
Private	0.0	10.5	21.1	68.4
Interparochial	.0	50.0	32.0	16.0
Diocesan	10.0	36.5	31.8	22.2
Enrollment				
1-99	34.3	51.4	8.6	5.7
100-199	7.0	60.1	23.4	9.5
200-349	2.3	39.0	33.7	25.1
350-499	1.8	47.3	30.5	20.5
500+	1.5	34.9	45.5	18.2
National	5.0	46.0	30.4	18.6

The above exhibit shows that the lowest tuitions were charged in the Plains states, in rural areas, and in schools with fewer than 100 students. Private schools charged the highest tuition. The highest tuitions among all schools were charged in the West/Far West, in suburban areas, and in schools with between 200 and 349 students.

Average Tuition and Fees Received

In an effort to derive an average tuition and fees or cost to all parents, the instrument asked respondents to indicate the average tuition and fees the school received for each child. The respondents were instructed to use the figure for the total tuition and fees received from all students and then divide that amount by the total number of students in the school. The average of these responses came to $1,565. This is $285 higher than the cost in 1994-95. This average cost for the 1996-97 school year is $66 more than the average tuition cost for the first child, $1,499. This is due to the fact that the average cost of materials was $320, which is substantially higher than two years ago.

The average cost to parents of $1,565 is about 65% of the average per-pupil cost ($2,414) for the 1996-97 school year. This percentage is eight percentage points higher than the average percentage that was calculated from responses to questionnaire item #37, which asked respondents to indicate the percentage of their income from tuition and fees.

Tuition Assistance

In about 80% of the Catholic elementary schools surveyed, some form of tuition assistance was offered. Tuition assistance varied slightly according to location of the school. Exhibit 12 shows the percentages of schools in 1996-97, according to region, location, sponsorship, and enrollment, that offered tuition assistance.

EXHIBIT 12
Percentages of Schools That Offered Tuition Assistance by Region, Location, Sponsorship, and Enrollment

	% Schools
Region	
New England	79.1
Mideast	70.6
Great Lakes	83.3
Plains	80.3
Southeast	82.2
West/Far West	82.2
Location	
Inner City	80.0
Urban	82.6
Suburban	76.0
Rural	83.1
Sponsorship	
Parish	80.0
Private	68.0
Interparochial	84.6
Diocesan	82.1
Enrollment	
1-99	74.4
100-199	82.1
200-349	80.7
350-499	78.5
500+	79.2
National	80.2

The above exhibit shows that tuition assistance in all the categories examined was very close to the mean. However, a few notable exceptions appear. The lowest percentage of schools providing tuition assistance was for private schools. This is understandable, given their limited financial base of support. Schools in the Mideast had the second-lowest percentage of schools offering tuition assistance. This was also true in the study conducted two years ago.

Another form of tuition assistance is to have a sliding scale for families that have two or more children in the same school. Eighty-six percent of the schools had such a sliding scale; however, two noticeable exceptions to this were found. In the Plains, only 71% of the schools had this form of aid. This is the region that had the lowest tuition. The other exception was interparochial schools, where again only 71% of the schools offered this aid.

Tuition for Nonparish Students

Over 60% of the Catholic elementary schools in this study had a separate tuition scale for students who were not members of the parish that sponsored the school. An average of about 25% of the student body did not belong to the parish sponsoring the school.

Tuition for Catholic students from other parishes. The average tuition for one Catholic child who was not a member of the parish, an average 14% of the student body, was $2,005 during 1996-97. This is 134% of the average tuition charged to one Catholic student within the parish. Rural schools charged the lowest average tuition for such students, $1,401. Schools in the West/Far West charged the highest ayerage tuition for such students, $2,313.

Tuition for non-Catholic students. During the 1996-97 school year, 12.3% of the students enrolled in all Catholic elementary schools and 18.1% of students enrolled in Catholic middle schools were non-Catholic (Milks, 1997). In this study, almost 12% of the students were identified as non-Catholic.

The average tuition for one non-Catholic child in a Catholic school was $2,112. This is 146% of the average tuition charged for one Catholic student within the parish and 105% of the average tuition charged for one Catholic student who was not a member of the parish. The tuition for a non-Catholic student was 87% of the average per-pupil cost. Thirteen percent of these non-Catholic children's educational expenses were generated from other sources. Exhibit 13 presents a comparison by region, location, sponsorship, and enrollment of the average tuition scales for non-parishioners during the 1996-97 school year.

EXHIBIT 13

Comparison of Special-Tuition Scale Averages for Catholic Nonparishioners and Non-Catholic Students by Region, Location, Sponsorship, and Enrollment

	Nonparishioner Tuition	Non-Catholic Tuition
Region		
New England	$1,919	$2,012
Mideast	$2,053	$2,107
Great Lakes	$1,827	$1,895
Plains	$1,541	$1,558
Southeast	$2,251	$2,565
West/Far West	$2,313	$2,449
Location		
Inner City	$1,856	$2,005
Urban	$2,121	$2,170
Suburban	$2,255	$2,430
Rural	$1,401	$1,560
Sponsorship		
Parish	$2,003	$2,113
Private	NA	$3,163
Interparochial	$1,979	$2,037
Diocesan	$1,968	$2,021
Enrollment		
1-99	$1,221	$1,312
100-199	$1,676	$1,787
200-349	$2,170	$2,298
350-499	$2,138	$2,199
500+	$2,103	$2,275
National	$2,005	$2,112

NA = Not applicable to private schools

COST OF MATERIALS

The schools were asked to approximate the per-pupil cost of instructional materials that students purchased in 1996-1997. They were instructed to exclude the cost of materials received under state or federal loan programs. The average cost of materials paid for by parents was $320. See Exhibit 14 for the averages by region, location, sponsorship, and enrollment.

EXHIBIT 14
Average Per-Pupil Cost of Materials by Region, Location, Sponsorship, and Enrollment

	Cost of Materials
Region	
New England	$310
Mideast	$215
Great Lakes	$524
Plains	$247
Southeast	$234
West/Far West	$294
Location	
Inner City	$236
Urban	$251
Suburban	$250
Rural	$583
Sponsorship	
Parish	$347
Private	$194
Interparochial	$189
Diocesan	$256
Enrollment	
1-99	$289
100-199	$264
200-349	$393
350-499	$259
500+	$309
National	$320

PARISH SUBSIDY

In this study, parish subsidy was defined as the amount of money that the parish contributed to the school from sources of income that were specifically designated for parish projects. The parish subsidy might have come from sources such as the Sunday church collection, parish endowment, or parish fund-raisers. Parish subsidy did not include parish debt service or capital improvements.

Schools That Received a Subsidy

Almost 87% of the Catholic elementary schools received a parish subsidy during the 1996-97 school year. This is approximately the figure reported two years ago.

West/Far West schools had the lowest percentage of schools receiving a parish subsidy than any other group. Only 74% of the West/Far West schools received a parish subsidy in 1996-97, which is down about eight percentage points in the two years since the last study was done. Almost all rural schools (95%) received a parish subsidy.

According to this study, the geographic region in which the school was located also seemed to be associated with receipt of a parish subsidy. The Great Lakes and Plains states had the highest percentages of schools that received a parish subsidy, while the Mideast and West/Far West states had the lowest percentage of schools that were parish-subsidized. This may explain why the tuitions were highest in the West/Far West. The reason for the low percentage of Mideastern schools that received a parish subsidy is unclear. Exhibit 15 presents the percentage of schools with a parish subsidy by region, location, sponsorship, and enrollment.

EXHIBIT 15
Percentages of Schools That Received a Parish Subsidy by Region, Location, Sponsorship, and Enrollment

	% Schools
Region	
New England	88.4
Mideast	83.8
Great Lakes	92.7
Plains	98.7
Southeast	87.1
West/Far West	74.0
Location	
Inner City	79.8
Urban	81.6
Suburban	89.1
Rural	94.7
Sponsorship	
Parish	90.7
Private	NA
Interparochial	86.5
Diocesan	78.5
Enrollment	
1-99	78.1
100-199	89.8
200-349	86.1
350-499	87.7
500+	85.5
National	86.6

NA = Not applicable to private schools

FUND-RAISING

Fund-raising was extensive; less than 3% of the schools indicated that they did not hold fund-raisers to generate funds directly for the school. Exhibit 16 shows the percentages of schools that held various types of fund-raisers during the 1996-97 school year.

EXHIBIT 16
Percentage of Schools That Held Various Fund-raising Activities

Fund-raiser	% Schools
Candy Sale	59.6
Raffle	50.7
Socials	35.7
Auction	29.4
Magazine Sale	29.2
Carnival	28.2
Bingo	26.2
Bazaar	22.3
Booster Club	22.3
Other	63.1

Over the last two years, candy sales have increased almost three percentage points. The largest increase was in raffles, which are up seven percentage points. All of the other fund-raisers listed above have increased except bingo, which is down four percentage points, and bazaars, which are down one percentage point.

The major responsibility for these fund-raisers was carried out by the parent group in 52% of the schools and by the school personnel in about 10% of the schools. In over 34% of the schools, fund-raising duties were shared by the school staff and the parent organization.

ENDOWMENT FUND

In this study, an endowment or development fund was defined as capital that was set aside specifically to provide revenue to the school from the interest or earnings that were generated from the principal.

Endowment funds were a new development in financing Catholic elementary schools. They had been widely established for years on the college level, and several years ago many secondary schools began establishing their endowment funds. Only within the last ten years, however, have a substantial number of parish elementary schools begun to set up such a program. In this study, 44% of the schools had an endowment program. This is an increase of four percentage points in two years.

Exhibit 17 presents by region, location, sponsorship, and enrollment the percentage of schools in 1996-97 that had an endowment fund, the average percentage of their total school income that came from their endowment fund, and the amount of the principal of the endowment fund.

EXHIBIT 17

Percentages of Schools with an Endowment Fund, Average Percentage of Total Revenue Received from the Endowment Fund, and Average Endowment Fund Principal by Region, Location, Sponsorship, and Enrollment

Region	% School Endowments	% Total Revenue Received	Endowment Principal
New England	39.5	1.87	$208,360
Mideast	24.5	0.59	$150,486
Great Lakes	45.2	1.04	$176,770
Plains	62.8	2.29	$304,425
Southeast	49.3	1.15	$186,267
West/Far West	57.3	1.77	$231,590
Location			
Inner City	27.1	1.44	$186,056
Urban	43.4	0.98	$236,169
Suburban	41.7	0.85	$185,015
Rural	60.5	2.26	$224,223
Sponsorship			
Parish	44.5	1.30	$198,684
Private	46.2	1.61	$451,150
Interparochial	45.1	1.38	$277,469
Diocesan	33.3	0.74	$120,659
Enrollment			
1-99	24.4	1.97	$128,455
100-199	34.7	1.89	$181,253
200-349	37.5	0.98	$173,267
350-499	37.6	1.23	$390,159
500+	34.7	0.52	$179,026
National	43.6	1.26	$210,348

The actual average revenue from endowments decreased slightly (less than one percentage point) over the two-year period since the last study. Based on all the schools in this survey, only 1.26% of the schools' per-pupil cost came from their endowment fund.

SUMMARY OF SCHOOL INCOME

The respondents to the survey were asked to indicate the percentages of school income that came from tuition and fees, school fund-raising, endowment, parish subsidy, and other sources. Exhibit 18 presents the averages of the percentages respondents listed.

EXHIBIT 18
Average Percentage of School Revenue from Various Sources

Source	% Total Revenue
Tuition and Fees	56.8
School Fund-raising	9.8
Endowment	1.3
Parish Subsidy	26.2
Other	5.7

During the last two years, the percentage of income from tuition and fees has increased by one percentage point, and the percentage of income from parish subsidy has decreased by over two percentage points.

REFERENCES

Kealey, R. J. (1996). *Balance Sheet for Catholic Elementary Schools: 1995 Income and Expenses.* Washington, DC: National Catholic Educational Association.

Milks, M. J. (1997). *United States Catholic Elementary and Secondary Schools 1994-1995: The Annual Statistical Report on Schools, Enrollment and Staffing.* Washington, DC: National Catholic Educational Association.

CHAPTER 3
EXPENSES

PER-PUPIL COST

In this study, the per-pupil cost was defined as the total cost to educate one child in the school. This was determined by adding all the operating costs of the school (excluding debt service and capital expenses) and dividing this sum by the total number of students in the school.

The U.S. Department of Education's National Center for Education Statistics (1997) projected that the current expenditure per pupil in government-sponsored schools in average daily attendance for 1997 would be $6,600.

According to this research, the average per-pupil cost for the 1996-97 school year for Catholic elementary school students was $2,414. In New England Catholic elementary schools the per-pupil cost was about $253 less than the national average. NCEA reported the average per-pupil cost for Catholic elementary schools during the 1994-95 school year as $2,145 (Kealey, 1996). The 1997 figure represents an increase of $269, or 13%, over the two-year period.

The average per-pupil tuition and fees Catholic elementary school students paid during the 1996-97 school year was $1,565. This means that almost 65% of the national average per-pupil cost was covered by the average tuition and fees schools received. This is five percentage points higher than two years ago. Exhibit 19 shows by region, location, sponsorship, and enrollment the average per-pupil cost, the average per-pupil tuition and fees received, and the actual percentage of the per-pupil cost covered by the per-pupil tuition and fees received.

EXHIBIT 19
Averages of Per-Pupil Cost and of Per-Pupil Tuition and Fees Received; Actual Percentages of Per-Pupil Cost Covered by Tuition and Fees Received by Region, Location, Sponsorship, and Enrollment

	Cost	Tuition and Fees Received	% Cost Covered by Tuition and Fees
Region			
New England	$2,162	$1,713	79.2
Mideast	$2,353	$1,496	63.6
Great Lakes	$2,441	$1,267	51.9
Plains	$2,346	$1,073	45.7
Southeast	$2,426	$1,856	76.5
West/Far West	$2,589	$2,084	80.5
Location			
Inner City	$2,349	$1,652	70.3
Urban	$2,455	$1,708	69.6
Suburban	$2,466	$1,739	70.1
Rural	$2,331	$ 994	42.6
Sponsorship			
Parish	$2,372	$1,498	63.2
Private	$3,861	$2,879	74.6
Interparochial	$2,288	$1,560	68.2
Diocesan	$2,347	$1,564	66.6
Enrollment			
1-99	$2,639	$ 927	35.1
100-199	$2,487	$1,452	58.4
200-349	$2,368	$1,650	69.7
350-499	$2,469	$1,663	67.4
500+	$2,219	$1,668	75.2
National	$2,414	$1,565	64.8

SALARIES - ADMINISTRATORS

Principals

Two years ago, the percentage of lay principals (*lay* refers to people who are not members of religious communities or are not priests) was 53%, and the percentage of priests/religious principals was 47%. In 1996-97, 63% of the Catholic elementary/middle school principals were laywomen or laymen. In this study, 83% of the Catholic elementary school principals were women. Ninety-six percent of the principals were full-time administrators. In the rural sections of the Great Lakes and Plains states, 15% of the principals were part-time principal and part-time teacher.

Exhibit 20 shows the percentages of principals in 1996-97 who belonged to different vocations.

EXHIBIT 20
Percentages of Principals by Vocation

Vocation	% Principals
Priest	0.7
Brother	1.0
Sister	35.2
Total Priests/Religious	36.9
Layman	14.9
Laywoman	47.8
Total Laity	62.7

Members of religious communities. Principals who were members of religious communities or priests composed 37% of the 685 respondents in this study. Priests made up less than 1% of this number and brothers, only 1% of this number. This total percentage of priests and members of religious communities who were Catholic elementary school principals is ten percentage points lower than the figure reported in 1995.

The average stipend for religious sisters who were administrators was $22,768 in 1996-97, almost $2,500 more than two years ago. This increase may reflect a practice adopted by many dioceses of beginning to bring the stipends of religious into closer alignment with salaries of laypeople. Over 46% of the religious received a stipend. The reader should recall that the school gives a stipend to the religious community for each of the religious working in the school. In addition to the stipend, the school may furnish the religious with a residence and other materials needed for daily living. The costs associated with these other expenses are not included in the average stipend cited above.

Laywomen and laymen. In this study, laywomen and laymen composed about 63% of the principals. The average salary for these administrators of Catholic elementary schools was $37,403, about $3,000, or 9%, higher than two years ago. The National Association of Elementary School Principals reported $62,859 as the mean of the average salaries paid elementary school principals and $66,859 paid middle school principals (Brown, 1997). Exhibit 21 shows the salaries of lay principals for 1996-97 by region, location, sponsorship, and enrollment.

EXHIBIT 21
Average Salary of Lay Principals by Region, Location, Sponsorship, and Enrollment

Region	Salary
New England	$33,614
Mideast	$37,710
Great Lakes	$36,395
Plains	$32,827
Southeast	$38,421
West/Far West	$42,680
Location	
Inner City	$38,434
Urban	$39,083
Suburban	$39,698
Rural	$29,743
Sponsorship	
Parish	$37,629
Private	$43,881
Interparochial	$34,467
Diocesan	$35,971
Enrollment	
1-99	$26,371
100-199	$33,697
200-349	$38,112
350-499	$40,997
500+	$42,885
National	$37,403

Exhibit 22 shows how the salaries of lay principals in Catholic elementary schools were distributed in 1996-97.

EXHIBIT 22
Percentage of Lay Principals in Set Salary Ranges

Salary	% Lay Principals
Below $19,999	1.9
$20,000-$29,999	15.2
$30,000-$39,999	42.3
$40,000-$49,999	30.8
$50,000-$59,999	8.2
$60,000+	0.8

Assistant Principals

In this study, about 32% of the schools had an assistant principal. These assistant principals were most often found in schools in the West/Far West (60%) and least often found in schools in the Plains (13%).

In the 32% of the schools that had an assistant principal, this position was a full-time position in over 39% of the cases. Over 50% of these schools in the Southeast had a full-time assistant principal. Less than 20% of the diocesan schools had a full-time assistant principal, and more than 84% of these private schools had a full-time assistant principal.

Sisters who occupied this full-time position in 1996-97 received an average stipend of $21,588. This is only about $1,200 less than the stipend that the sister principal received ($22,768). A layperson who served as a full-time assistant principal received an average salary of $31,395, less than a $1,000 increase in two years and almost $6,000 less than the principal. Most part-time assistant principals received additional compensation for this position.

SALARIES - TEACHERS

Average Salary

The National Association of Elementary School Principals (Brown, 1997) reported that teachers in government-controlled schools earned an average salary of $39,580 for the 1996-97 school year.

The average salary of Catholic elementary school lay teachers with a bachelor's degree and higher degrees, as determined by this research, was $21,882. This is $1,166 more, or 6% higher, than the average reported two years ago, but only 55% of the average salary for teachers in government-run schools during 1996-97.

Exhibit 23 shows the percentages of lay teachers' salaries that fell within set ranges during the 1996-97 school year.

EXHIBIT 23
Percentage of Lay Teachers in Set Salary Ranges

Salary	% Teachers
Below $9,999	0.2
$10,000-$14,999	4.8
$15,000-$19,999	26.5
$20,000-$24,999	43.2
$25,000+	25.0

Salaries differed according to the location of the school. In 1996-97, the average salary of teachers in Catholic elementary suburban schools, $22,563, was about $1,100 more than the national norm, while the average salary for rural school teachers, $18,842, was almost $2,500 less than the national norm. Urban and inner-city schools' average salaries were very close to the national average.

Salaries also differed in 1996-97 according to the geographic region in which the schools were located. Catholic elementary schools in the West/Far West paid the highest average salary in the country, $23,840, almost $2,400 more than the national norm. Schools in the Plains states paid the lowest average salary, $19,480, about $2,400 less than the national norm. The four other regions paid close to the national norm.

Beginning Teachers' Salaries

A beginning lay teacher with a bachelor's degree earned an average of $17,683 teaching in a Catholic elementary school during the 1996-97 school year. This is $1,000, or 6%, higher than two years ago.

A beginning lay teacher with a bachelor's degree teaching in a rural Catholic elementary school during 1996-97 earned an average of $15,973, over $1,700 less than the national norm for all beginning Catholic elementary school teachers with the same degree. A teacher beginning to teach in the West/Far West earned an average of $19,533, which is $1,800 more than the national norm for beginning teachers in Catholic elementary schools.

The average salary of a beginning lay teacher with a master's degree was $19,222 in 1996-97, over $1,000, or 5%, more than the figure reported two years ago. The master's degree earned for this teacher almost $1,500 more in salary than a beginning teacher with a bachelor's degree earned, according to this study. This difference is the same as that reported two years ago.

In this study, a beginning teacher with a master's degree in a rural Catholic elementary school earned an average of $17,485, about $1,700 less than the national norm. A person with the same credential who taught in the West/Far West earned over $2,300 more than the national norm, or an average of $21,523.

Highest Teachers' Salaries

For the 1996-97 school year, the average salary of the highest paid lay teachers in the 685 Catholic elementary schools that participated in this research was $27,646, which is almost $11,000 less than the average ($39,500) of all teachers in government-operated schools. Catholic elementary school teachers earn about 70% of the salary of teachers in state-run schools.

In rural Catholic elementary schools, the average highest lay teacher's salary was $23,428, or $4,200 lower than the national norm. In suburban schools, the average highest salary was $29,793, about $2,000 more than the national norm. The highest paid Catholic elementary school teacher in the Plains region earned an average of $24,198, about $3,400 less than the national norm, while similar teachers in the West/Far West were paid $2,600 more than the national average of highest salaries for Catholic elementary school teachers.

Exhibit 24 presents the average salaries of lay teachers by region, location, sponsorship, and enrollment.

EXHIBIT 24

Average Salaries of Lay Teachers by Region, Location, Sponsorship, and Enrollment

	Beginning Teacher with			
	Bachelor's	Master's	Highest	Average
Region	**Degree**	**Degree**	**Salary**	**Salary**
New England	$16,523	$17,025	$25,025	$21,316
Mideast	$17,839	$19,312	$28,551	$22,273
Great Lakes	$16,920	$18,357	$27,336	$21,188
Plains	$16,414	$18,593	$24,198	$19,341
Southeast	$18,141	$19,264	$27,080	$21,432
West/Far West	$19,533	$21,523	$30,330	$24,418
Location				
Inner City	$18,378	$20,044	$26,906	$21,803
Urban	$17,698	$19,304	$28,499	$22,264
Suburban	$18,370	$19,815	$29,793	$23,163
Rural	$15,973	$17,485	$23,428	$19,262
Sponsorship				
Parish	$17,691	$19,290	$27,634	$21,863
Private	$19,048	$20,332	$29,973	$23,824
Interparochial	$16,830	$17,872	$26,395	$21,229
Diocesan	$17,762	$19,323	$27,775	$21,634
Enrollment				
1-99	14,708	$16,079	$19,686	$16,640
100-199	$16,687	$18,137	$24,881	$20,464
200-349	$18,106	$19,572	$28,506	$22,341
350-499	$18,398	$20,041	$29,921	$23,282
500+	$18,753	$20,006	$21,150	$23,973
National	$17,683	$19,222	$27,646	$21,882

Members of Religious Communities

During the 1996-97 school year, religious and priests made up about 7% of the Catholic elementary and middle school educational staff (Milks, 1997). In this study, 42% of the schools had at least one full-time teacher who was a religious sister. Many members of religious communities, whether they served as principals or as teachers, received a stipend that was less than the regular salary given to a layperson. During the 1996-97 school year, the average stipend was $18,452 for religious sisters in this study, which is only $500 more than the 1994-95 figure, or an increase of about 3%. The percentage of increase in the stipend for religious is half the percentage of increase for lay teachers' salaries over the two-year period. When considering the stipend for religious, the reader must recall that in some cases the parish also paid for the upkeep of the residence, an automobile, a cook, a housekeeper, etc. Because of the great variation in these arrangements, no attempt was made to place a monetary value on them.

Part-time Teachers

The questionnaire defined a part-time teacher as an instructor who came to the school for a few days each week to teach a particular subject, such as art, music, or physical education. During the other days of the week, the part-time teacher may have taught in neighboring schools. Such instructors were very common in the schools surveyed; over 80% of the respondents reported employing part-time teachers. Over 85% of these schools reported that the teacher's salary varied according to the person's experience and degrees. The average per-day salary for a part-time lay teacher was $96, only one dollar higher than two years ago.

Substitute Teachers

This study defined a substitute teacher as an individual who replaced a teaching staff person for a day or a short period of time when the full-time teacher was sick or absent for another reason. In this study, almost 95% of the schools reported employing substitute teachers for an average salary of $59 per day, a ten-dollar increase over the two-year period. In only 16% of the schools did the salary of these people vary according to their degrees and experience.

SALARIES - OTHER PERSONNEL

Secretaries

A school secretary was on the staff of 97% of the schools, and this position was full-time in 90% of the schools. Laywomen constituted almost 96% of these secretaries. The average salary for 1996-97 of a full-time laywoman secretary in a Catholic elementary school was $16,296. Forty-two percent of these secretaries worked 10 months and 37% worked 11 months of the year.

Development Directors

Because of the increased emphasis on development, the study sought to determine the number of development directors in Catholic elementary schools during the 1996-97 academic year. Only 14% of the schools reported that they employed a development director—about the same percentage for the last six years. Of these schools, almost 27% had a full-time development director; the remainder had a part-time director. The average yearly salary for full-time lay development directors was $26,105.

BENEFITS

The percentages listed below refer to benefits full-time teachers earned in the Catholic elementary schools surveyed. The benefits for those in administrative and staff positions were very similar. Included in this information are data on religious educators and laymen and laywomen.

Ninety-four percent of the schools had some form of a health plan for their educators to which the school contributed. In the Plains states, only 78% of the schools had health insurance.

Ninety percent of the respondents contributed to a retirement plan for their educators.

Sixty-three percent of the schools offered their educators a paid form of life insurance.

Sixty-six percent of the respondents provided unemployment compensation.

Fifty-five percent of the schools supplied a paid dental plan for their educators.

In 68% of the schools, the diocesan school office gave final approval for all the benefits. In 20% of the schools, the pastor made this decision.

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CHAPTER 4
SPECIAL ISSUES

PREKINDERGARTEN PROGRAMS

During the 1996-97 academic year, 52% of the Catholic elementary schools in this study conducted prekindergarten programs. Since the 1988-89 school year, the number of schools with prekindergarten programs has grown from 31% to 52% of all Catholic elementary schools. Since the 1982-83 school year, when NCEA first started tracking enrollment in prekindergarten programs, the number of students attending Catholic school prekindergarten programs has grown by more than 470%. Over the last two years, New England has seen the greatest increase in prekindergarten programs, 48%. The Plains and the West/Far West had the least growth, less than 1% each.

Exhibit 25 shows the percentage of prekindergarten programs by region, location, sponsorship, and enrollment.

EXHIBIT 25
Percentages of Schools with Prekindergarten Programs by Region, Location, Sponsorship, and Enrollment

Region	**% Schools**
New England	53.5
Mideast	66.7
Great Lakes	46.5
Plains	36.7
Southeast	58.9
West/Far West	41.9
Location	
Inner City	54.2
Urban	55.1
Suburban	50.0
Rural	47.4
Sponsorship	
Parish	52.3
Private	53.9
Interparochial	54.7
Diocesan	47.8
Enrollment	
1-99	39.0
100-199	54.1
200-349	51.6
350-499	50.0
500+	58.9
National	52.1

Of the prekindergartens that were operated in Catholic elementary schools in 1996-97, over 24% were full-day programs. In 18% of the schools, parents were given the option of sending their children to either a full-day or a part-day program. In the inner-city schools, 66% of those with prekindergarten programs had full-day programs.

Nearly 46% of the prekindergarten programs in Catholic elementary schools were conducted for a full week, Monday to Friday.

The average tuition charged in 1996-97 for a child who was a parishioner in a full-day, five-days-a-week prekindergarten program was $1,997, an increase of $100 in two years. The national average tuition for half-day, five-days-a-week prekindergarten programs was $1,259. Exhibit 26 shows the average tuition for full-day, five-days-a-week and half-day, five-days-a-week prekindergarten programs by region, location, sponsorship, and enrollment.

EXHIBIT 26
Average Tuitions for Full-Day and Half-Day, Five-Days-a-Week Prekindergarten Programs by Region, Location, Sponsorship, and Enrollment

	Full-Day Tuition	Half-Day Tuition
Region		
New England	$1,837	$1,691
Mideast	$2,016	$1,219
Great Lakes	$2,274	$1,006
Plains	$1,372	$ 943
Southeast	$2,027	$1,393
West/Far West	$1,900	$1,457
Location		
Inner City	$1,825	$1,376
Urban	$2,106	$1,367
Suburban	$2,463	$1,323
Rural	$1,298	$ 813
Sponsorship		
Parish	$1,991	$1,199
Private	$2,518	$2,449
Interparochial	$1,914	$1,348
Diocesan	$1,909	$1,310
Enrollment		
1-99	$ 972	$ 618
100-199	$1,766	$1,046
200-349	$2,148	$1,429
350-499	$2,070	$1,293
500+	$2,117	$1,291
National	$1,997	$1,259

KINDERGARTEN PROGRAMS

In this study, 94% of the Catholic elementary schools conducted kindergarten programs during the 1996-97 school year. This is a three percent increase over the last two years. Only 83% of the Catholic elementary schools in the Plains had kindergarten programs.

Sixty-three percent of these Catholic elementary schools offered full-day kindergarten programs, and virtually all of them (96%) were full-week programs. Wide variability exists in all the categories regarding the percentage of schools that offered full-day kindergarten programs.

During the 1996-97 school year, the average tuition for a full-day, five-days-a-week kindergarten program was $1,614; for a half-day, five-days-a-week kindergarten program the average tuition was $1,048.

Exhibit 27 presents the percentages of full-day kindergarten programs and their average tuition by region, location, sponsorship, and enrollment.

EXHIBIT 27
Percentages of Schools with a Full-Day, Five-Days-a-Week Kindergarten Program and Average Tuition by Region, Location, Sponsorship, and Enrollment

	% Schools	Tuition
Region		
New England	76.2	$1,589
Mideast	69.2	$1,609
Great Lakes	47.2	$1,361
Plains	47.0	$1,100
Southeast	89.9	$1,785
West/Far West	60.5	$1,927
Location		
Inner City	90.8	$1,584
Urban	61.4	$1,771
Suburban	51.4	$1,776
Rural	62.7	$1,041
Sponsorship		
Parish	62.0	$1,567
Private	69.6	$2,900
Interparochial	57.5	$1,549
Diocesan	68.9	$1,605
Enrollment		
1-99	59.4	$1,006
100-199	66.6	$1,417
200-349	68.0	$1,718
350-499	50.4	$1,635
500+	54.3	$1,857
National	62.5	$1,614

EXTENDED-DAY PROGRAMS

In this study, an extended-day program was defined as a program that the school sponsored for students before and/or after school in order to provide children with a safe environment while their parents or other guardians were not available to take care of them. These programs existed in 60% of the Catholic elementary schools in this sample. This is an increase of four percentage points since the last study.

In the inner city, about 69% of the Catholic elementary schools had such programs (up 3 percentage points since 1994-95), while in rural areas, these programs were conducted in only 31% of the schools.

Exhibit 28 presents the percentage of schools with an extended-day program by region, location, sponsorship, and enrollment.

EXHIBIT 28
Percentages of Schools with an Extended-Day Program by Region, Location, Sponsorship, and Enrollment

Region	**% Schools**
New England	73.2
Mideast	61.5
Great Lakes	48.2
Plains	37.2
Southeast	68.5
West/Far West	81.3
Location	
Inner City	69.2
Urban	69.6
Suburban	65.6
Rural	31.1
Sponsorship	
Parish	61.8
Private	61.5
Interparochial	56.6
Diocesan	51.5
Enrollment	
1-99	19.5
100-199	50.0
200-349	64.1
350-499	74.1
500+	72.6
National	60.4

The average cost to the parents for these programs was $3.38 per hour. This varied from a high of $5.00 per hour in New England states to a low of $2.40 per hour in Southeastern states. Most of the schools that had an extended-day program allowed children in all grades to attend.

DAY-CARE PROGRAMS

Only 12% of the schools in this study had formal day-care programs. This low percentage may be due to the fact that so many schools have full-day prekindergarten and kindergarten programs and extended-day programs. School administrators may prefer these models because they parallel the school program more closely. A common occurrence is for a parish to have a day-care program that is completely separate from the school. In day-care programs associated with Catholic elementary schools, the average cost to parents per hour was $3.07.

CHILDREN WITH SPECIAL NEEDS

Schools in this study reported an average of about 17 students who were classified as disabled. Schools were asked to indicate if they had at least one child who was identified with selected disabilities. Exhibit 29 shows the average percentage of schools nationally that indicated they had such children in their classes.

EXHIBIT 29

Percentage of Schools Nationally with Students with Selected Disabilities

Disability	% National
Speech Impairments	62.4
Learning Disabilities	66.5
Physical Disabilities	19.7
Hearing Impairments	24.8
Visual Impairments	16.2
Autism/Nonlanguage Learning Disorders	5.2
Emotional/Behavioral	4.5
ADD/ADHD	74.9

Twenty-one percent of the schools indicated that they had programs for gifted students. In the Plains states, 38% of the schools had such programs, while the New England states had the lowest percentage, 12%.

GRADUATES OF CATHOLIC ELEMENTARY/MIDDLE SCHOOLS

Last school year, 68% of students in Catholic elementary/middle schools went on to attend a Catholic secondary school. All geographic areas were close to this average except New England, where only 56% of the students attended a Catholic secondary school. In the Plains states, 79% of the graduates went on to a Catholic secondary school. A greater percentage of students in private schools (74%) than in parish schools (67%) attended a Catholic secondary school.

TECHNOLOGY

Eighty-seven percent of the schools in this study had computer labs during the 1996-97 school year. In the Mideast, 93% of the schools had computer labs, while the Plains had the lowest percentage, 80%. In the average computer lab were 20 computers, and students spent an average of 52 minutes per week in the lab. Seventy-five percent of the classrooms had computers (up seven percentage points in two years), and the typical classroom had two computers in it.

SCHOOL LUNCH PROGRAMS

Sixty-six percent of the schools offered some cafeteria service for lunch. Of those schools with cafeteria service, in 66% of them the program was school-owned. Fifty-two percent of the schools participated in the free or reduced-price lunch program.

SUMMER SCHOOL

Twenty-one percent of the Catholic elementary schools in this study conducted a summer school during the 1997 summer. Sixteen percent had a combination of summer school and recreational programs. Only 5% of the schools conducted some type of educational/recreational program during Christmas recess, spring recess, and other times during the academic year when school is not in session.

SCHOOL UNIFORMS

Eighty-five percent of the schools required the students to wear a uniform during the 1996-97 school year. In the Southeast, 97% of the schools required a uniform, while the Plains states had the fewest schools requiring uniforms, 53%.

ADULT VOLUNTEERS

Adults provided voluntary service in 90% of the schools. All geographic regions of the country are within five percentage points of this national average. Adults served as classroom aides in 68% of the schools, as lunchroom aides in 60%, as schoolyard monitors in 56%, and as office aides in 47%.

DEVELOPMENT PROGRAMS

In an effort to receive a clearer understanding of what is happening in Catholic elementary/middle school development programs, the questionnaire contained several questions on this area. Respondents were asked to indicate if their school had any of several programs that are usually considered essential to any effective development effort. Exhibit 30 presents the results.

EXHIBIT 30
Percentage of Schools with Specific Development Activities

Activity	% of Schools
Long-range Plan	56.0
Case Statement	9.5
Alumni Program	21.5
Annual Appeal	19.3
Planned Giving Program	12.8

Almost twice as many private schools had alumni, planned giving, and annual appeal programs as compared to the national average. In the New England states and in the Mideastern states, less than 10% of the schools had any form of planned giving.

While only 22% of the schools had alumni programs, almost 35% solicited the alumni for funds. Less than 20% of the schools had an annual appeal, but they generated almost $40,000 in income to the school, which is approximately the salaries of two teachers.

CHAPTER 5
RESPONDENTS' COMMENTS

INVITATION

The last item on the survey invited the respondents to offer suggestions to help other schools. The statement read, "On the response sheet, describe briefly on the lines provided the one item regarding the financing of your school that would be most helpful to share with other Catholic elementary school administrators." Almost 300 of the 685 respondents offered some advice. As would be expected, the ideas addressed all aspects of financing Catholic schools. This chapter highlights the most common elements that were mentioned.

FUND-RAISING

Based on the written responses of these administrators, the statement can be made that without fund-raising activities, Catholic schools would not exist. Of all the comments made, this topic was most often mentioned. One school reported that its home and school association raised over $110,000 a year. Another school generated over $40,000 from a one-day golf tournament.

Product fund-raising was still very strong during 1996-97. The responses to item 32 and the written statements verified this. The usual variety of products was mentioned, and no school provided a new idea in this area. Fund-raising also took various other forms, including carnivals, bingo, socials, and auctions.

One respondent compared the value of holding one fund-raiser versus holding many during the year. The person wrote, "Be 'up front' with parents regarding their involvement and responsibilities for fund-raising before they register a child. Fund-raising has become a necessity for Catholic schools, but one large fund-raiser per year generates much more enthusiasm and parent participation than several small ones."

DEVELOPMENT

While the responses to survey items 34, 35, 97, 98, and 99 did not indicate a substantial change from data reported two years ago, the written comments indicated much greater efforts were being made in the area of development. Several schools mentioned their use of aggressive recruitment campaigns. Through such a program, one school increased revenue by over $80,000 in 1996-97 without increasing expenses. Based on the average tuition reported in this study, this school increased its student population by about 53 students.

A large number of schools mentioned having alumni programs. A respondent who had just begun an alumni program stated, "I have been amazed and excited by the great beginning support for our elementary school. Development is worth the effort." Another school reported, "The annual giving program is the school's most valuable financial asset." Another school spoke of the success it had with memorial funds created for deceased members of the parish. This author is proud to report that several respondents gave credit to the NCEA Development Training Program for assisting them with starting their development efforts. Another administrator speaking on development said, "Build the development core team carefully and be willing to hang in there for the long haul." Finally, in this area, one school wrote, "It is imperative that all Catholic schools have an active development plan to ensure their long-range stability."

Several respondents spoke about the value of having a development director. One administrator stated this very positively by writing, "A full-time development director for our school system has been the best investment our system has made toward financial security in the past 20 years." Another person expressed the same idea, but in a rather negative manner, "I do not believe that a school will survive without a development director."

QUASI DEVELOPMENT/FUND-RAISING

The following programs do not fit easily under either of the above two topics.

The scrip program has spread very widely. Many comments referred to it. One school raised over $57,000 from this program in 1996-97, and another school stated it counts on 4% of its income from the program.

One school has done away with all product fund-raising. In its place, the school bills parents $50 twice a year for a "wish list." Several schools mentioned that the parish has an extra collection once a month just for the school.

SOUND MANAGEMENT PROCEDURES

An item that was mentioned over and over had to do with good management techniques. One school stated, "Hiring a business manager for the parish has helped to stabilize the finances and to ensure accountability." The importance of detailed budgets developed accurately and adhered to was mentioned by several respondents. Also mentioned several times was having clear guidelines for tuition and tuition collection.

PARENTAL INVOLVEMENT

Another often-repeated theme concerns the involvement of parents in the financial stability of the school. Many people mentioned that once parents know the true financial situation of the school, they willingly pay the fees, help in development efforts, and participate in fund-raising programs. Several administrators also emphasized giving parents greater responsibility for budgeting and fund-raisers. One writer summed this up by saying, "Parent and community involvement have been the most beneficial factors to our financial status."

CONCLUSION

The above remarks show great support for Catholic schools, but these comments and many not recorded above show the deep anxiety the principals have regarding the financial stability of the school. But hope exists. More and more principals are coming to realize the value of involving qualified parent volunteers in the financial management and development of the schools. Not only are principals realizing this, but they are making even greater use of this valuable expertise. This will take effort, however, and a change in some people's view of Church finances.

One principal perhaps summed up the thinking of many principals in responding to the survey invitation to make suggestions. This administrator merely wrote, "Prayer." And prayer and good works do bring about salvation.

APPENDIX A

1996-1997 SURVEY OF CATHOLIC ELEMENTARY SCHOOL FINANCES COVER LETTER, QUESTIONNAIRE, AND RESPONSE SHEET

NCEA

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

September 15, 1997

To: Catholic Elementary School Principal

From: Robert J. Kealey, Ed.D., Executive Director
Department of Elementary Schools

Re: **Survey of Catholic Elementary School Finances, 1996-1997 School Year**

I ask your assistance in a most important project that will benefit you, your school community, and the entire Catholic elementary school community. I need you to complete the attached questionnaire on the finances of your school for the last school year. Since you and about 1,000 principals of other Catholic elementary schools have been chosen by a random sample method, this combined information will provide an accurate picture of the financing of Catholic elementary schools for the last school year. This will help you, your school community, and all other Catholic elementary schools prepare budgets for the next school year. Accurate financial information is essential as the passage of parental choice in education legislation nears.

Several questions may arise about this request.

Why was this school chosen? This school was selected based on specific criteria which would ensure a national random sample of Catholic elementary schools in the United States. You may be tempted to say that any school could participate. This is not true; you and the information from your school are very important to the success of this project. Your completing the survey ensures that we have a true cross section of all Catholic elementary schools.

Will the information that you supply be confidential? I assure you, all the information that you supply to NCEA will be held in the strictest confidence. Information about any individual school will not be made available to any source by me or anyone in NCEA. Reports based on the data that you and your colleagues supply will be presented for the following areas: (1) national norms; (2) regional norms; (3) type of school (inner city, urban, suburban, rural); (4) norms according to the size of the school. Information will not be presented on any individual school, diocese, or even state.
Why is there a label with the name of the school on the top of the response form? (1) If any information on the label is incorrect, I ask that you please correct it. The label allows me to determine the geographic region in which the school is located. (2) I need to know which schools have replied in order to ensure our sample is truly national. (3) The label also allows me to send a complimentary copy of the financial report to those schools that have participated in the study. This is a small way of thanking you for your assistance.

Why is the information asked for the 1996-1997 school year? This is the last completed school year. Therefore, all your financial reports for the year are closed. This provides accurate data rather than data based on predictions for this school year.

How long will it take to complete the questionnaire? I think you will take about 20 minutes to complete the report. Although there are about 100 questions, many of these you can answer without looking up data. A copy of your end-of-year financial report for last school year will provide most of the information that you cannot recall from memory.

When is the report due back to NCEA? I would like the report back as soon as possible. This will enable us to begin to enter the data, which you can imagine is quite a task because 1,000 schools will respond. Our goal is to analyze the data and have results available at the end of March 1998 so you can use the information as you set budgets for the following school year. I do request that all questionnaires be returned to me by October 13, 1997.

I thank you for your help with this project. Your assistance will enable us to provide accurate data as we move forward with our efforts to secure for our parents the financial support to choose the school that they believe is best for their children. Your assistance provides all Catholic schools with a guide when they set tuitions and salaries for the next year. Your assistance manifests your oneness with the entire Catholic elementary school community.

1996-1997 SURVEY OF CATHOLIC ELEMENTARY SCHOOL FINANCES

National Catholic Educational Association • Department of Elementary Schools

DIRECTIONS:

*a) Please use the response sheet for all your answers and give information for the **1996-1997 school year**.*

b) On the response sheet, please circle the letter that best represents your answer or write the requested percentage, dollar amount, or other specific response on the line provided.

Section 1. SCHOOL DEMOGRAPHICS

1. On the response sheet, please circle the one letter that best describes the location of the school in 1996-97.
   a) inner city b) urban (non-inner city)
   c) suburban d) rural

2. In what state is the school located?

3. On the response sheet, please circle the one letter that best describes the school.
   a) parish school b) private school
   c) interparochial school d) diocesan school

4. On the response sheet, please circle the one letter that represents the enrollment at your school in 1996-97.
   a) 1-99 b) 100-199 c) 200-349 d) 350-499 e) 500

5. What percentage of your graduates of last school year is attending a Catholic high school in 1997-98?

6. Did the school have prekindergarten in 1996-97 for children age 4 and younger?
   a) yes b) no

*If you answered **YES** to #6, please **answer #7 and #8**.*
*If you answered **NO** to #6, please **go to #9**.*

7. What was the length of the prekindergarten day?
   a) full day b) part day c) full day and part day

8. How often did prekindergarten students meet?
   a) five days a week b) less than five days
   c) some five days and some less than five days

9. Did the school have kindergarten during 1996-97?
   a) yes b) no

*If you answered **YES** to #9, please **answer #10 and #11**.*
*If you answered **NO** to #9, please **go to #12**.*

10. What was the length of the kindergarten day?
    a) full day b) part day c) full day and part day

11. How often did the kindergarten students meet?
    a) five days a week b) less than five days
    c) some five days and some less than five days

12. Were children in the school **eligible** to receive Title I services in 1996-97?
    a) yes b) no

*If you answered **YES** to #12, please **answer #13**.*
*If you answered **NO** to #12, please **go to #14**.*

13. Did these children receive Title I services?
    a) yes b) no

Total annual income is the total amount that the family receives in salaries and other revenues. Please estimate percentages for the 1996-97 school year.

14. On the response sheet, write **the percentage** of your school families that had a total annual income in 1996-97 within each of the following ranges:
    a) % families in $1 - $15,000 range
    b) % families in $15,001 - $25,000 range
    c) % families in $25,001 - $40,000 range
    d) % families in $40,001 - $60,000 range
    e) % families in More than $60,000 range
    100% TOTAL

15. What percentage of your school families had both parents working in 1996-97?

Per-pupil cost is defined as the total cost to educate one child in the school. Please add all the operating costs of the school (exclude debt service or capital expenses) and then divide that sum by the total number of students in the school.

16. What was the per-pupil cost in 1996-97?

Section 2. FINANCING

Tuition is money paid directly to the school for the education of the child. On the answer sheet, please write the tuition for the **full 1996-97 academic year for one child only. This tuition should be only for a child who is a member of the parish.**

17. What was the yearly tuition in 1996-97 for a child in the full-day, five-days-a-week prekindergarten who was a parish member?

18. What was the yearly tuition for a child in the half-day, five-days-a-week prekindergarten who was a parish member?

19. What was the yearly tuition for a child in the full-day, five-days-a-week kindergarten program who was a member of the parish?

Section 2 FINANCING, continued

20. What was the yearly tuition in 1996-97 for a child in the half-day, five-days-a-week kindergarten program who was a member of the parish?

21. What was the yearly tuition for one child for grades 1-8 who was a member of the parish?

22. Was there a tuition scale in 1996-97 for more than one child from the same family?
    a) yes b) no

23. Did the school have a separate tuition scale for Catholic children who were not parish members?
    a) yes b) no

*If you answered **YES** to #23, please **answer #24**.*
*If you answered **NO** to #23, please **go to #25**.*

24. On the response sheet, write the yearly tuition for one Catholic child in grade 1-8 who was not a member of the parish.

25. Did the school have a separate tuition scale in 1996-97 for non-Catholic children?
    a) yes b) no

*If you answered **YES** to #25, please **answer #26**.*
*If you answered **NO** to #25, please **go to #27**.*

26. On the response sheet, write the yearly tuition for one non-Catholic child in grade 1-8.

27. Was there a tuition assistance program in 1996-97?
    a) yes b) no

28. Did the parish and school follow a stewardship program during the 1996-97 school year?
    a) yes b) no

29. On the response sheet, list the percentage of school students in each of the following groups:
    a) % Catholic students who were parish members
    b) % Catholic students who were not parish members
    c) % Non-Catholic students
    100% TOTAL

Materials are non-salary instructional expenses. Included in materials would be such items as textbooks, workbooks, computer programs, maps, and all other fees.

30. On the response sheet, write the approximate **per-pupil cost of materials** in 1996-1997 on the line provided. Do not include the cost of materials supplied by the state or federal government under loan programs.

31. What was the average yearly tuition/fee received per pupil (i.e., total tuition and fees divided by enrollment) in the 1996-97 school year?

School Fund-raising is defined as activities that produce money specifically for the school. Do not include in these activities the money raised for the parish. Those activities will be considered later under parish subsidy.

32. On the response sheet, circle the letter of all the fund-raising activities listed below that generated income directly for the school in the 1996-97 school year.
    a) bingo e) carnival i) socials
    b) bazaar f) magazine sale j) other
    c) booster club g) auction k) none
    d) candy sale h) raffle

33. Who had major responsibility for fund-raising during the 1996-97 school year?
    a) school personnel b) parent group
    c) shared by both d) other

Endowment or Development Fund is capital that has been set aside for the specific purpose of providing revenue to the school from the interest or earnings that are generated from the principal.

34. On the response sheet, indicate whether your school had a school endowment fund in 1996-97.
    a) yes b) no

*If you answered **YES** to #34, please **answer #35**.*
*If you answered **NO** to #34, please **go to #36**.*

35. What was the amount of the principal of the endowment fund in 1996-97?

Parish Subsidy refers to money the parish contributes to the school from sources of income specifically designated for parish projects. The parish subsidy might come from such sources as the weekly collection, parish endowment, or parish fund-raisers. Do not include in parish subsidy costs for capital improvement or debt service.

36. Did your school receive a parish subsidy in 1996-97?
    a) yes b) no

37. On the response sheet, list the percentage of income in 1996-97 that came from the following sources:
    a) % from tuition and fees
    b) % from school fund-raising
    c) % from endowment
    d) % from parish subsidy
    e) % from other sources
    100% TOTAL

Section 3. COMPENSATION

Administrative Salaries are the base payments to the person(s) involved in administering the school.

38. On the response sheet, circle the letter that matches the description of your principal in 1996-97.
    a) priest b) religious sister c) religious brother
    d) layman e) laywoman

39. Did the principal work full-time or part-time?
    a) full-time b) part-time

40. What was the yearly compensation of the principal?

41. For how many months during 1996-97 was the principal expected to work in the school?
    a) 12 months b) 11 months c) 10 months
    d) 9 months e) 8 months or less

42. Did the school have an assistant principal in 1996-97?
    a) yes b) no

*If you answered **YES** to #42, please **answer #43, #44, and #45**.*
*If you answered **NO** to #42, please **go to #46**.*

43. On the response sheet, circle the letter that matches the description of your assistant principal in 1996-97.
    a) priest b) religious sister c) religious brother
    d) layman e) laywoman

44. Was the assistant principal a full-time or part-time position?
    a) full-time b) part-time

45. What was the yearly compensation of the assistant principal in 1996-97?

46. Did the school have a school secretary in 1996-97?
    a) yes b) no

*If you answered **YES** to #46, please **answer #47, #48, #49, and #50**.*
*If you answered **NO** to #46, please **go to #51**.*

47. On the response sheet, circle the letter that matches the description of the secretary in 1996-97.
    a) priest b) religious sister c) religious brother
    d) layman e) laywoman

48. Was the position of secretary full-time or part-time?
    a) full-time b) part-time

49. What was the yearly compensation of the secretary in 1996-97?

50. For how many months during 1996-97 was the secretary expected to work in the school?
    a) 12 months b) 11 months c) 10 months
    d) 9 months e) 8 months or less

51. Did the school have a development director in 1996-97?
    a) yes b) no

*If you answered **YES** to #51, please **answer #52, #53, and #54**.*
*If you answered **NO** to #51, please **go to #55**.*

52. On the response sheet, circle the letter that matches the description of your development director in 1996-97.
    a) priest b) religious sister c) religious brother
    d) layman e) laywoman

53. Was the position of the development director full-time or part-time during the 1996-97 school year?
    a) full-time b) part-time

54. What was the yearly salary of the development director in 1996-97?

Full-time Instructional Staff refers to teachers only, who instruct students for a full day for five days a week.

55. On the response sheet, indicate whether some full-time teachers were members of religious communities of women in 1996-97.
    a) yes b) no

*If you answered **YES** to #55, please **answer #56**.*
*If you answered **NO** to #55, please **go to #58**.*

56. How were members of religious communities of women compensated in 1996-97?
    a) stipend b) salary

*If you answered **a** to #56, please **answer #57**.*
*If you answered **b** to #56, please **go to #58**.*

57. On the response sheet, write the amount of the yearly stipend in 1996-97 of members of religious communities of women.

58. Did the school have lay teachers on the staff in 1996-97 who did not have a bachelor's degree?
    a) yes b) no

*If you answered **YES** to #58, please **answer #59, #60, and #61**.*
*If you answered **NO** to #58, please **go to #62**.*

Section 3. COMPENSATION (continued)

59. On the response sheet, write the yearly salary in 1996-97 of a nondegreed beginning lay teacher.

60. What was the highest yearly salary in 1996-97 that a nondegreed lay teacher earned?

61. What was the average yearly salary in 1996-97 for all nondegreed lay teachers?

62. What was the yearly salary in 1996-97 of a beginning lay teacher with a bachelor's degree?

63. What was the yearly salary of a lay teacher with a master's degree who had no experience teaching?

64. What was the highest salary in 1996-97 that a lay teacher on your staff earned?

65. What was the average yearly salary in 1996-97 of all the lay teachers on your staff **with degrees**?

66. What was the average salary in 1996-97 of **all lay teachers (those with a degree and those without a degree)** on your staff?

67. On the response sheet, circle the letter that matches the following benefit programs for teachers **to which the school contributed in 1996-97**.
    a) Social Security
    b) health insurance
    c) dental program
    d) retirement
    e) life insurance
    f) unemployment compensation

68. Who gave **final** approval to the benefit program?
    a) diocese
    b) individual teachers
    c) contract with teacher union
    d) area parishes
    e) school board
    f) pastor

Part-time Teachers are instructors who teach a particular subject for a few days each week.

69. On the response sheet, indicate whether part-time teachers were on your staff in 1996-97.
    a) yes b) no

*If you answered **YES** to #69, please **answer #70 and #71**.*
*If you answered **NO** to #69, please **go to #72**.*

70. Did the salary of part-time lay teachers vary according to academic credentials and teaching experience?
    a) yes b) no

71. What **average** salary did part-time lay teachers earn **per day** in 1996-97? (**NOTE:** *If you know only the hourly rate, please multiply that amount by the number of hours worked per day when computing the average daily salary.*)

Substitute Teachers are persons who replace the regular teaching staff for a day or short period of time when the full-time teachers are sick or absent for another reason.

72. On the response sheet, indicate whether your school employed substitute teachers in 1996-97.
    a) yes b) no

*If you answered **YES** to #72, please **answer #73 and #74**.*
*If you answered **NO** to #72, please **go to #75**.*

73. Did the salary of substitute teachers vary according to academic credentials and teaching experience?
    a) yes b) no

74. What **average** salary did substitute teachers earn **per day** in 1996-97? (**NOTE:** *If you know only the hourly rate, please multiply that amount by the number of hours worked per day when computing the average daily salary.*)

Section 4. SPECIAL ISSUES

Extended-Day Program refers to a program the school sponsors before and after school to provide students with a safe environment while their parents may be working.

75. On the response sheet, indicate whether your school conducted an extended-day program in 1996-97.
    a) yes b) no

*If you answered **YES** to #75, please **answer #76 and #77**.*
*If you answered **NO** to #75, please **go to #78**.*

76. What was the cost to parents **per hour** for this service?

77. Which grades did the extended-day program serve?
    a) all, including pre-K b) K-3 c) K-6 d) K-8

78. Did your school conduct a day-care program during the 1996-97 school year?
    a) yes b) no

*If you answered **YES** to #78, please **answer #79**.*
*If you answered **NO** to #78, please **go to #80**.*

79. What was the cost to parents **per hour** for this service?

80. How many students in your school during 1996-97 were classified as disabled?

81. On the response sheet, circle the letter that matches the disabilities identified among your students.
    a) speech impairments
    b) learning disabilities
    c) physical disabilities
    d) hearing impairments
    e) visual impairments
    f) autism/nonlanguage learning disorders
    g) emotional/behavioral
    h) ADD/ADHD
    i) other (health problems, phobic disorders, etc.)

Section 4. SPECIAL ISSUES (continued)

82. Did the school have a program for gifted students during the 1996-97 school year?
    a) yes b) no

83. Did the students in your school wear a school uniform during the 1996-97 school year?
    a) yes b) no

Summer School refers to classes offered when school is out for vacation.

84. On the response sheet, indicate whether the school conducted summer school during summer of 1996-97.
    a) yes b) no

85. Did the school conduct a combination of an academic and recreational program during summer of 1996-97?
    a) yes b) no

86. Did the school conduct a combination of an academic and recreational program during days school was not in session (e.g., Christmas vacation, spring break)?
    a) yes b) no

School Lunch Program

87. Did the school participate in the free or reduced-price lunch program during 1996-97?
    a) yes b) no

88. Did the school provide cafeteria service in 1996-97?
    a) yes b) no

*If you answered **YES** to #88, please **answer #89**.*
*If you answered **NO** to #88, please **go to #90**.*

89. Was the cafeteria service the school's own or was the service contracted out?
    a) school-owned b) contracted

Technology

90. Did the school have a computer lab in 1996-97?
    a) yes b) no

*If you answered **YES** to #90, please **answer #91 and #92**.*
*If you answered **NO** to #90, please **go to #93**.*

91. On the response sheet, write the number of computers there were in the computer lab at your school.

92. How many **minutes a week** would a typical student spend using a computer in the lab?

93. What percentage of the classrooms at your school had computers in them in 1996-97?

94. On the response sheet, write the number of computers in the average classroom in the 1996-97 school year.

Adult Volunteers

95. Did you have adult volunteers working at the school?
    a) yes b) no

*If you answered **YES** to #95, please **answer #96**.*
*If you answered **NO** to #95, please **go to #97**.*

96. On the response sheet, please circle the letter that matches the tasks the school's adult volunteers performed in 1996-97.
    a) classroom aide b) office aide
    c) schoolyard monitor d) lunchroom monitor

Development Program information will enable NCEA to provide better services to its members.

97. On the response sheet, please circle the letter that matches the items that the school had in 1996-97.
    a) long-range plan b) alumni program
    c) case statement d) planned giving program
    e) annual appeal

98. On the response sheet, please write the amount of income in 1996-97 from the annual appeal.

99. Does the school solicit alumni as part of its development efforts?
    a) yes b) no

100. On the response sheet, describe briefly on the lines provided the one item regarding the financing of your school that would be most helpful to share with other Catholic elementary school administrators.

Thank you for completing the 1996-1997 Financial Survey.

PLEASE PLACE ONLY THE **RESPONSE SHEET SHOWING YOUR SCHOOL ADDRESS LABEL** IN THE POSTAGE-PAID ENVELOPE SUPPLIED, AND RETURN **THE RESPONSE SHEET** TO NCEA **FOR RECEIPT AT OUR OFFICE BY OCTOBER 13, 1997**.

1996-1997 SURVEY OF CATHOLIC ELEMENTARY SCHOOL FINANCES
National Catholic Educational Association • Department of Elementary Schools

RESPONSE SHEET

[AFFIX ADDRESS LABEL HERE]

ALL RESPONSES SHOULD BE MADE DIRECTLY ON THIS RESPONSE SHEET

DIRECTIONS:

(a) Please circle the letter(s) that matches the answer you select from the choices listed on the questionnaire.

(b) For write-in answers, please write the percentage, dollar amount, or other specific information requested directly on the lines provided.

Section 1. DEMOGRAPHICS

1. a b c d
2. _____
3. a b c d
4. a b c d e
5. _____ %
6. a) yes b) no
7. a b c
8. a b c
9. a) yes b) no
10. a b c
11. a b c
12. a) yes b) no
13. a) yes b) no
14. a) ____% $1 to $15,000
    b) ____% $15,001 to $25,000
    c) ____% $25,001 to $40,000
    d) ____% $40,001 to $60,000
    e) ____% $60,000+
    100% TOTAL
15. _____%
16. $ _____

Section 2. FINANCING

17. $ _____
18. $ _____
19. $ _____
20. $ _____
21. $ _____
22. a) yes b) no
23. a) yes b) no
24. $ _____
25. a) yes b) no
26. $ _____
27. a) yes b) no
28. a) yes b) no
29. a) ____% Parish members
    b) ____% Not parish members
    c) ____% Non-Catholic
    100% TOTAL
30. $ _____
31. $ _____
32. a b c d e f
    g h i j k

(Please continue on reverse side)

33. a b c d

34. a) yes b) no

35. $ _____

36. a) yes b) no

37. a) ___% Tuition and fees
b) ___% Fund-raising
c) ___% Endowment
d) ___% Parish subsidy
e) ___% Other
100% TOTAL

Section 3. COMPENSATION

38. a b c d e

39. a b

40. $ _____

41. a b c d e

42. a) yes b) no

43. a b c d e

44. a b

45. $ _____

46. a) yes b) no

47. a b c d e

48. a b

49. $ _____

50. a b c d e

51. a) yes b) no

52. a b c d e

53. a b

54. $ _____

55. a) yes b) no

56. a b

57. $ _____

58. a) yes b) no

59. $ _____

60. $ _____

61. $ _____

62. $ _____

63. $ _____

64. $ _____

65. $ _____

66. $ _____

67. a b c d e f

68. a b c d e f

69. a) yes b) no

70. a) yes b) no

71. $ _____ per day

72. a) yes b) no

73. a) yes b) no

74. $ _____ per day

Section 4. SPECIAL ISSUES

75. a) yes b) no

76. $ _____ per hour

77. a b c d

78. a) yes b) no

79. $ _____ per hour

80. _____ students

81. a b c d e
f g h i

82. a) yes b) no

83. a) yes b) no

84. a) yes b) no

85. a) yes b) no

86. a) yes b) no

87. a) yes b) no

88. a) yes b) no

89. a b

90. a) yes b) no

91. _____ computers

92. _____ minutes

93. _____%

94. _____ computers

95. a) yes b) no

96. a b c d

97. a b c d e

98. $ _____

99. a) yes b) no

100. _____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for completing the 1996-1997 Financial Survey.

PLEASE RETURN ONLY YOUR COMPLETED RESPONSE SHEET IN THE POSTAGE-PAID ENVELOPE SUPPLIED.
**** MAIL FOR RECEIPT AT NCEA BY OCTOBER 13, 1997.***

APPENDIX B

FOLLOW-UP LETTER TO SCHOOLS NOT RESPONDING TO ORIGINAL REQUEST

NCEA

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

November 7, 1997

Dear Superintendent of Catholic Schools:

Every other year, the NCEA Department of Elementary Schools conducts a survey regarding the finances of American Catholic elementary/middle schools. This research is reported in ***Balance Sheet for Catholic Elementary School: Income and Expenses***. The findings for this publication come from a survey of about 1,000 Catholic elementary/middle schools. These schools were selected by a random process which ensures the research group reflects all U.S. Catholic elementary/middle schools. Needless to say, for this research to be valid, a high response rate is necessary.

Enclosed are questionnaires for schools from your arch/diocese who were asked to participate in this year's survey but as of this date have not returned the completed questionnaire to NCEA. I realize answering the questionnaire takes time, but participation in this study benefits all in the American Catholic school community. I ask you to please contact these schools and encourage their participation in this study. I have enclosed questionnaires and response forms in case the schools have misplaced the original one sent to them. I would appreciate your encouraging these schools to return their completed form to me by December 1, 1997.

Since this is the only regular, comprehensive and national study of Catholic elementary/middle school finances, I know you understand how important this project is. From this study come the national totals for per-pupil cost, tuition, teacher salaries, etc. These are crucial numbers needed as we continue to work with our elected representatives to achieve economic relief and justice for our students and their parents. Your efforts to encourage participation by all the schools in your arch/diocese will ensure that the findings are truly representative for all Catholic schools in this country for the 1997 fiscal year. If all the questionnaires are returned by the first of December, the report will be available by late winter, which will be a help to schools as they prepare their budgets for next year. As an added incentive, we will mail a complimentary copy of the published report to all respondents as a small thank-you for their valuable participation.

I appreciate your assistance with this project.

Fraternally,

Robert J. Kealey, Ed.D.
Executive Director
Department of Elementary Schools

Suite 100, 1077 30th Street, NW, Washington, DC 20007-3852 • (202) 337-6232 • Fax (202) 333-6706 • http://www.ncea.org

APPENDIX C

SCHOOLS THAT RESPONDED TO THE 1996-1997 SURVEY OF CATHOLIC ELEMENTARY SCHOOL FINANCES

Alabama

Little Flower Grade School, Mobile
St. Aloysius Grade School, Bessemer
St. Francis Xavier School, Birmingham
St. James Catholic Grade School, Gadsden

Arizona

Most Holy Trinity School, Phoenix
Sacred Heart School, Nogales
St. Agnes Grade School, Phoenix
St. Anthony's Catholic School, Casa Grande
St. John the Evangelist School, Tucson
St. Michael Indian School-Elementary, St. Michaels

Arkansas

Blessed Sacrament School, Jonesboro
Immaculate Conception School, Fort Smith
St. Edward Grade School, Little Rock
St. Joseph School, Conway
St. Peter's School, Pine Bluff

California

All Hallows Academy, La Jolla
Dominican Kindergarten, Mission San Jose
Epiphany Catholic Grade School, South El Monte
Guadalupe Child Development Program, San Bernardino
Holy Cross Grade School, Los Angeles
Holy Family Grade School, Citrus Heights
Holy Name of Mary Grade School, San Dimas
Immaculate Heart of Mary School, Los Angeles
Junipero Serra Grade School, Carmel
Mary Immaculate Queen School, Lemoore
Moreland Notre Dame Elementary, Watsonville
Mount St. Mary's School, Grass Valley
Our Lady of Angels Grade School, Burlingame
Our Lady of Lourdes Grade School, Northridge
Our Lady of the Rosary School, Union City
Our Lady of the Visitacion School, San Francisco
Resurrection Grade School, Sunnyvale
Sacred Heart Elementary School, Red Bluff
Sacred Heart School, Ventura
San Antonio de Padua, Los Angeles
St. Adelaide Grade School, Highland
St. Anthony Elementary School, Long Beach
St. Anthony Grade School, Manteca
St. Augustine Grade School, Oakland
St. Barnabas Grade School, Alameda
St. Bernard's Grade School, Eureka
St. Bernardine of Siena School, Woodland Hills
St. Brendan Grade School, San Francisco
St. Callistus Elementary School, Garden Grove
St. Catherine School, Laguna Beach
St. Columbkille Grade School, Los Angeles
St. Didacus Grade School, San Diego
St. Francis Xavier Grade School, Burbank
St. Gregory Nazianzen School, Los Angeles
St. Hyacinth Academy, San Jacinto
St. Isidore Elementary School, Danville
St. James Academy, Solana Beach
St. James Grade School, San Francisco
St. John the Baptist Grade School, Baldwin Park
St. Joseph the Worker School, Berkeley
St. Justin Martyr Grade School, Anaheim
St. Lawrence Elementary/Middle School, Santa Clara
St. Leo Grade School, San Jose
St. Lucy Parish School, Campbell
St. Luke's Grade School, Stockton
St. Mark Elementary School, Venice
St. Mary of the Assumption School, Whittier
St. Michael School, Livermore
St. Paul of the Cross School, La Mirada
St. Philip Grade School, Pasadena
St. Philip Grade School, San Francisco
St. Philip Neri Grade School, Lynwood
St. Pius X Parish School, Santa Fe Spring

St. Raymond School, Dublin
St. Raymond's Grade School, Menlo Park
St. Robert School, San Bruno
St. Rose Catholic School, Santa Rosa
St. Sebastian Elementary School, Los Angeles
St. Theresa Grade School, Palm Springs
St. Therese Grade School, Alhambra
Star of the Sea School, San Francisco

Colorado

St. Pius X Grade School, Aurora

Connecticut

Our Lady of Victory School, West Haven
St. Brendan Grade School, New Haven
St. Bridget School, Cheshire
St. Cecilia Elementary School, Stamford
St. Francis Xavier School, Waterbury
St. Hedwig School, Naugatuck
St. Joseph Cathedral School, Hartford
St. Joseph Grade School, Brookfield
St. Lawrence Grade School, Shelton
St. Mary School, Putnam
St. Patrick Cathedral School, Norwich
St. Peter Elementary School, Bridgeport
St. Sebastian Grade School, Middleton
St. Stanislaus Grade School, Meriden

Delaware

Christ Our King School, Wilmington
Immaculate Heart of Mary School, Wilmington
St. Hedwig Elementary School, Wilmington

District of Columbia

St. Ann Elementary Academy, Washington
St. Peter's School, Washington

Florida

Annunciation Grade School, W. Hollywood
Blessed Sacrament Grade School, Seminole
Blessed Trinity School, Miami Springs
Holy Redeemer Catholic School, Kissimmee
St. Agnes Academy, Key Biscayne
St. Ambrose Grade School, Deerfield Beach
St. Elizabeth Grade School, Pompano Beach
St. Francis of Assisi School, Rivera Beach
St. Helen Grade School, Vero Beach
St. James Cathedral School, Orlando
St. Joseph Catholic School, Winter Haven
St. Malachy Elementary School, Tamarac
St. Matthew Grade School, Jacksonville
St. Patrick Catholic School, Tampa
St. Paul Catholic School, Jacksonville
St. Theresa Grade School, Coral Gables

Georgia

Our Lady of the Assumption School, Atlanta
St. James Grade School, Savannah
St. John Neumann Regional Catholic School, Lilburn

Hawaii

Cathedral School, Honolulu
Christ the King School, Kahului
Sacred Hearts Grade School, Lahaina Maui
Star of the Sea Learning Center, Honolulu

Idaho

Holy Family Catholic School, Coeur d'Alene
St. Stanislaus Tri-Parish School, Lewiston

Illinois

Academy of the Sacred Heart, Chicago
Christ the King Grade School, Lombard
Holy Family Parish School, Peoria
LaSalle Catholic School, LaSalle
Maternity B.V.M. Grade School, Bourbonnais
Maternity of the B.V.M. School, Chicago
Noonan Elementary Academy, Mokena
Notre Dame Grade School, Clarendon Hills
Our Lady of Grace School, Chicago
Our Lady of the Mount School, Cicero
Our Lady Victory Grade School, Chicago
Prince of Peace School, Lake Villa
Sacred Heart Grade School, Winnetka
St. Aloysius Grade School, Springfield
St. Anne Grade School, Barrington
St. Anne School, East Moline
St. Catherine LaBoure School, Cahokia
St. Clare de Montefalco School, Chicago
St. Dennis Grade School, Lockport
St. Emily School, Mount Prospect
St. Ferdinand Grade School, Chicago
St. Gabriel Grade School, Chicago
St. Gelasius School, Chicago
St. Isidore Grade School, Blue Island
St. James Grade School, Millstadt
St. James Grade School, Rockford
St. John the Baptist School, Quincy
St. John Vianney School, Northlake
St. Joseph Catholic School, Aurora

St. Joseph Grade School, Chicago
St. Liborius School, Steger
St. Louis Grade School, Princeton
St. Louise de Marillac School, La Grange Park
St. Martin de Porres Elementary School, Chicago
St. Mary Grade School, Centralia
St. Matthew's Grade School, Champaign
St. Michael Grade School, Orland Park
St. Michael School, Sigel
St. Nicholas Tolentine School, Chicago
St. Paul of the Cross School, Park Ridge
St. Petronville School, Glen Ellyn
St. Philomena Grade School, Chicago
St. Thaddeus Grade School, Joliet
St. Thomas More Grade School, Elgin
St. Viator Grade School, Chicago

Indiana

Holy Family School, South Bend
Nativity of Our Savior School, Portage
Our Lady of Perpetual Help School, New Albany
Sacred Heart Grade School, Fowler
St. Ambrose Grade School, Seymour
St. Benedict Grade School, Evansville
St. Bridget Grade School, Hobart
St. Charles Grade School, Peru
St. Joan of Arc School, Indianapolis
St. John the Evangelist School, Goshen
St. Joseph Grade School, Garrett
St. Joseph Grade School, Princeton
St. Jude Grade School, Fort Wayne
St. Maria Goretti School, Westfield
St. Mary Grade School, Rushville
St. Matthew Cathedral School, South Bend
St. Matthew Grade School, Mount Vernon
St. Patrick Grade School, Terre Haute
St. Pius X Grade School, Indianapolis
St. Therese Grade School, Fort Wayne

Iowa

Aquin Elementary School, Cascade
Aquinas East Primary School, Fort Madison
Blessed Sacrament Grade School, Sioux City
De Sales Grade School, Ossian
Holy Trinity/Sacred Heart School, Dubuque
Kuemper Catholic School, Carroll
Sacred Heart Grade School, Fort Dodge
Sacred Heart School, Monticello
St. Athanasius Grade School, Jesup
St. Cecilia's Grade School, Ames
St. John-St. Nicholas School, Waterloo
St. Mary Grade School, Manchester
St. Mary's Elementary School, Storm Lake

Kansas

Assumption Grade School, Topeka
Holy Spirit Elementary School, Shawnee Mission
Sacred Heart Grade School, Plainville
Sacred Heart Grade School, Salina
Sacred Heart/Holy Child School, Pratt
St. Francis of Assisi School, Wichita
St. Joseph Grade School, Shawnee Mission
St. Mary's School, Fort Scott
St. Patrick Grade School, Great Bend
Xavier Elementary School, Leavenworth

Kentucky

Blessed Sacrament School, Fort Mitchel
Mary Carrico Memorial School, Philpot
Our Lady of Consolation School, Louisville
Our Lady of the Mountains School, Paintsville
Peter and Paul School, Hopkinsville
St. Albert the Great School, Louisville
St. Camillus Academy, Corbin
St. Denis School, Louisville
St. Dominic School, Springfield
St. Michael School, Bellevue

Louisiana

Annunciation Grade School, Bogalusa
Holy Ghost School, New Orleans
Jesus the Good Shepherd School, Monroe
Our Lady of Divine Providence School, Metairie
Our Lady Queen of Heaven School, Lake Charles
Rayne Catholic Elementary School, Rayne
Redemptorist Catholic School, Crowley
St. Aloysius Grade School, Baton Rouge
St. Cletus School, Gretna
St. Francis Grade School, Iota
St. John Elementary School, Plaquemine
St. Mary Early Learning Center, Lafayette
St. Paul Apostle Grade School, New Orleans
St. Rita Grade School, Alexandria
St. Rita Grade School, New Orleans
St. Robert Bellarmine School, Arabi
Visitation of Our Lady School, Marrero

Maine

Holy Cross Grade School, Lewiston
St. John Catholic School, Winslow
St. Thomas Consolidated School, Sanford

Maryland

Holy Cross Elementary School, Garrett Park
Little Flower School, Great Mills
Mater Dei School, Bethesda
Mother Seton Grade School, Emmitsburg
Our Lady of Fatima Grade School, Baltimore
Our Lady of Mercy Grade School, Potomac
Shrine of the Sacred Heart School, Baltimore
St. Clare Grade School, Baltimore
St. Dominic Grade School, Baltimore
St. Ignatius Loyola Academy, Baltimore
St. John Neumann Regional School, Cumberland
St. Joseph Parish Grade School, Baltimore
St. Mark's Elementary School, Hyattsville
St. Mary's School of Piscataway, Clinton
St. Michael's School, Silver Spring
St. Philip Neri Grade School, Linthicum Heights
St. William of York School, Baltimore
Trinity School, Ellicott City

Massachusetts

Espirito Santo School, Fall River
Holy Rosary Grade School, Gardner
Joseph P. Kennedy Jr. Memorial School, Hyde Park
Mater Dolorosa School, Holyoke
Merrimack Montessori School, Haverhill
Sacred Heart Elementary School, Lawrence
St. Ann Grade School, Wollaston
St. Anthony Grade School, Everett
St. Edward School, Brockton
St. John Grade School, Canton
St. John the Evangelist, Wellesley Hills
St. Joseph Elementary School, Medford
St. Joseph Elementary School, Needham
St. Joseph Grade School, New Bedford
St. Joseph Grade School, Roxbury
St. Joseph School, Wakefield
St. Theresa of Avila School, West Roxbury
St. Thomas the Apostle School, W. Springfield
Taunton Catholic Middle School, Taunton

Michigan

Assumption of the Blessed Virgin Mary School, Belmont
Holy Cross Grade School, Marine City
Holy Family Regional School, Rochester
Holy Innocents Grade School, Roseville
Holy Name of Jesus School, Grand Rapids
Holy Rosary Catholic School, Flint
Holy Trinity Grade School, Bay City
Manistee Catholic Central, Manistee
Our Lady of Huron Elementary School, Harbor Beach
Queen of the Miraculous Medal School, Jackson
Sacred Heart School, Dearborn
St. Alphonsus School, Grand Rapids
St. Bede Catholic Grade School, Southfield
St. Charles Elementary School, Newport
St. Francis Cabrini Elementary, Allen Park
St. Francis de Sales School, Manistique
St. Isidore Grade School, Grand Rapids
St. James School, Montague
St. John Bosco Grade School, Redford
St. John School, Essexville
St. Joseph Catholic School, Waterviolet
St. Mary Cathedral Elementary School, Gaylord
St. Mary Grade School, Westphalia
St. Michael Grade School, Grand Ledge
St. Michael Grade School, Livonia
St. Rose Grade School, Hastings
St. Sabina Grade School, Dearborn Heights
St. Stanislaus Grade School, Wyandotte
St. Therese Grade School, Wayland
SS. Christine and Gemma School, Detroit
SS. Peter and Paul Grade School, Saginaw

Minnesota

Holy Redeemer School, Montgomery
Mary of Lourdes School, Little Falls
Our Lady of the Lake School, Mound
Queen of Peace Grade School, Cloquet
Sacred Heart Grade School, E. Grand Forks
Sacred Heart Grade School, Staples
Silver Lake Catholic School, Silver Lake
St. Henry's Area School, Perham
St. James Grade School, Duluth
St. Joseph Lab School, St. Joseph
St. Mary Grade School, New Trier
St. Mary Help of Christians School, St. Cloud
St. Mary of the Lake School, White Bear Lake
St. Mary's Elementary School, Sleepy Eye
St. Mary's Grade School, Pine City
St. Pascal Babylon School, St. Paul
St. Theodore Catholic Elementary School, Albert Lea

Mississippi

Bay Catholic Elementary School, Bay St. Louis
St. Francis of Assisi School, Greenwood
St. Richard Catholic Grammar School, Jackson

Missouri

Bishop Hogan Memorial School, Chillicothe
Holy Child School-Elementary Campus, Arnold
Immaculate Conception School, Springfield
Mary Queen of Peace School, Webster Groves
Sacred Heart Grade School, Troy
St. Ann School, Independence
St. Ann's School, Carthage
St. Augustine Grade School, Kelso
St. Bernadette School, St. Louis
St. Clement Grade School, Des Peres
St. Henry Catholic School, Charleston
St. John Francis Regis School, Kansas City
St. John's Catholic School, Imperial
St. Joseph Grade School, Martinsburg
St. Joseph Grade School, Ste. Genevieve
St. Justin the Martyr Grade School, St. Louis
St. Martin de Porres School, Hazelwood
St. Mary Magdalen Grade School, Brentwood
St. Patrick Grade School, Rolla
St. Stephen's Academy, Kansas City
Visitation Grade School, Kansas City

Montana

Blessed Trinity Catholic School, Great Falls
St. Joseph Grade School, Missoula
St. Mary's Catholic School, Livingston

Nebraska

Blessed Sacrament School, Omaha
Howells Community Catholic School, Howells
St. Agnes School, Scottsbluff
St. Columbkille Grade School, Papillion
St. Gerald Grade School, Ralston
St. Ludger Elementary School, Creighton
St. Mary Elementary School, Omaha
St. Mary Grade School, O'Neill
St. Mary's Grade School, Ord
St. Patrick Grade School, Lincoln
St. Pius X/St. Leo Grade School, Omaha

Nevada

St. Albert School, Reno
St. Anne Grade School, Las Vegas

New Jersey

Christ the Teacher School, Fort Lee
Epiphany Grade School, Cliffside Park
Holy Assumption School, Roebling
Holy Cross Grade School, Trenton
Holy Rosary Regional School, Cherry Hill
Holy Trinity Grade School, Hackensack
Immaculate Conception School, Secaucus
Immaculate Heart of Mary School, Wayne
John Paul II School, Hoboken
Our Lady of Peace Grade School, Fords
Our Lady of the Lake School, Verona
Our Lady of Victories School, Jersey City
Pope John Paul II School, Clifton
St. Aedan Grade School, Jersey City
St. Agnes Grade School, Atlantic Highland
St. Ann Grade School, Keansburg
St. Anthony Grade School, Trenton
St. Anthony of Padua School, Passaic
St. Augustine of Canterbury School, Kendall Park
St. Bridget Grade School, Jersey City
St. Casimir's Grade School, Riverside
St. Francis Academy, Union City
St. Francis Grade School, Ridgefield Park
St. Joseph Grade School, West Orange
St. Leo Grade School, Elwood Park
St. Mary's Elementary School, South Amboy
St. Michael Grade School, Newark
St. Peter Grade School, Pt. Pleasant Beach
St. Rose of Lima School, Short Hills
St. Theresa Grade School, Cresskill
St. Theresa of the Child Jesus School, Linden
St. Therese Grade School, Paterson
St. Thomas More School, Midland Park
St. Virgil School, Morris Plains

New Mexico

Queen of Heaven Grade School, Albuquerque

New York

All Saints Catholic Jr. High, Rochester
All Saints Grade School, Buffalo
Blessed Sacrament Grade School, Bronx
Corpus Christi Grade School, Mineola
Holy Cross Elementary School, Maspeth
Holy Ghost Grade School, Tupper Lake
Holy Innocents Grade School, Brooklyn
Immaculate Conception School, East Aurora
Immaculate Conception School, Fayetteville
Immaculate Conception School, Irvington-Hudson

Immaculate Conception School, Schenectady
Incarnation Grade School, Queens Village
Mary Queen of Heaven School, Brooklyn
Mother of Sorrows Grade School, Rochester
Nardin Academy Elementary School, Buffalo
Our Lady of Fatima Grade School, Jackson Heights
Our Lady of Grace School, Bronx
Our Lady of Lourdes Grade School, Malverne
Our Lady of Mercy School, Bronx
Our Lady of Mt. Carmel Grade School, Niagara Falls
Our Lady of Perpetual Help School, Lindehurst
Our Lady of Perpetual Help School, S. Ozone Park
Our Lady of Pompei Grade School, Syracuse
Our Lady Queen of Apostles Regional School, Center Moriches
Our Lady Queen of Peace School, New Dorp S.I.
Queen of Martyrs Grade School, Cheektowaga
Sacred Heart Grade School, Watertown
Southern Tier Catholic School, Olean
Southtowns Catholic School, Lakeview
St. Agatha Grade School, Brooklyn
St. Agnes Seminary, Brooklyn
St. Andrew Grade School, Sloan
St. Angela Hall Academy, Brooklyn
St. Ann's Grade School, Ossining
St. Brigid Grade School, Brooklyn
St. Catharine Grade School, Blauvelt
St. Catherine of Siena School, Albany
St. Catherine of Sienna School, Franklin Square
St. Cecilia Grade School, Brooklyn
St. Charles Borromeo Grade School, Rochester
St. Christopher Grade School, Tonawanda
St. Columba School, New York
St. Denis Grade School, Yonkers
St. Joseph Grade School, Ronkonkoma
St. Joseph Grade School, Spring Valley
St. Joseph Parochial School, Staten Island
St. Jude the Apostle School, Wynantskill
St. Lucy Grade School, Syracuse
St. Mary's Academy, Champlain
St. Mary's Grade School, Ballston Spa
St. Mary's Grade School, Dansville
St. Michael School, Penn Yan
St. Paul's School, New York
St. Raphael Grade School, Long Island
St. Raymond's School, Bronx
St. Rita Grade School, Long Island
St. Rose of Lima Grade School, Buffalo
St. Stephen of Hungary School, New York
St. Theresa Grade School, Bronx
St. Thomas Aquinas School, Buffalo
SS. Bernard/Francis Xavier School, New York
SS. Denis/Columba Grade School, Hopewell Junction
SS. Peter and Paul Grade School, Depew
Villa Maria Academy, Bronx

North Carolina

St. Ann School, Charlotte
St. Mary School, Wilmington

North Dakota

St. Alphonsus Elementary School, Langdon
St. Bernard Mission School, Fort Yates
St. John Grade School, Whapeton
St. Vincent de Paul School, Mott

Ohio

All Saints of St. John Vianney School, Wickliffe
Bishop Leibold School-East Campus, Dayton
Christ the King Grade School, Akron
Dayton Catholic Elementary School, Dayton
Immaculate Conception School, Bellevue
Immaculate Conception School, Celina
Immaculate Conception School, Dayton
Immaculate Heart of Mary School, Cincinnati
Immaculate Heart of Mary School, Cuyahoga Falls
Our Lady of Mt. Carmel School, Niles
Our Lady of Perpetual Help School, Toledo
Our Lady of Sacred Heart School, Reading
Our Lady/St. Joseph Center, Cleveland
Sacred Heart Grade School, Shelby
St. Agatha School, Columbus
St. Ann School, Cincinnati
St. Barnabas Grade School, Northfield
St. Bernadette Grade School, Westlake
St. Bernard Grade School, New Washington
St. Clare Grade School, Cincinnati
St. Clare Grade School, Lyndhurst
St. Gabriel Consolidated School, Glendale
St. Henry Campus, Cleveland
St. Louis Grade School, Louisville
St. Louis School, Owensville
St. Luke Grade School, Lakewood
St. Mary Grade School, Chardon
St. Mary Grade School, Urbana
St. Mary of the Falls School, Olmstead Falls
St. Mary School, Marion
St. Mary's Central Grade School, St. Clairsville
St. Michael Grade School, Independence
St. Patrick Catholic Grade School, Bryan

St. Patrick Catholic School, Troy
St. Patrick's Grade School, London
St. Peter Grade School, Lorrain
St. Stephen Grade School, Toledo
St. Susanna School, Mason
St. Sylvester Grade School, Woodsfield
St. Vincent de Paul School, Cleveland
St. Vincent de Paul School, Elyria
St. Vincent Ferrer School, Cincinnati

Oklahoma

Bishop John Carroll School, Oklahoma City
Holy Trinity Grade School, Okarche
St. Catherine School, Tulsa

Oregon

St. James Grade School, McMinnville
St. John the Apostle School, Oregon City
St. Joseph Grade School, Salem
St. Thomas More School, Portland

Pennsylvania

Ambler Catholic Grade School, Ambler
Aquinas Academy, Greensburg
Assumption Grade School, West Grove
Bishop John B. McDowell Regional School, Pittsburgh
Blessed Katharine Drexel, Chester
Conshohocken Catholic School, Conshohocken
Duquesne Catholic School, Duquesne
Epiphany Grade School, Sayre
Good Shepherd Regional Catholic School, Minersville
Holy Cross School, Youngwood
Holy Family Grade School, Harrisburg
Holy Family School, Berwick
Holy Rosary Grade School, Duryea
Holy Spirit Catholic School, Pittsburgh
Holy Trinity Catholic School, Mount Pleasant
Immaculate Conception School, Levittown
Immaculate Conception School, Williamsport
Monsignor McHugh Elementary, Cresco
Mount St. Peter Grade School, New Kensington
Nativity BVM Elementary School, Philadelphia
Our Lady of Fatima School, Secane
Our Lady of Grace School, Pittsburgh
Our Lady of Lourdes Grade School, Altoona
Our Lady of Ransom School, Philadelphia
Our Lady of Victory School, State College
Queen of Peace Consolidated School, Shamokin
Sacred Heart Grade School, Bath
Sacred Heart of Jesus School, Philadelphia
St. Agnes-Sacred Heart School, Sellersville
St. Aloysius Academy, Bryn Maur
St. Aloysius Preschool, Cresson
St. Anastasia School, Newton Square
St. Angela Merici School, McKeesport
St. Anslem Grade School, Philadelphia
St. Bernadette Grade School, Monroeville
St. Bernard Grade School, Pittsburgh
St. Catherine of Siena School, Horsham
St. Christopher School, Philadelphia
St. Cyril Grade School, E. Lansdowne
St. Elizabeth Grade School, Whitehall
St. Francis Cabrini School, Fairless Hills
St. Francis Xavier Grade School, Gettysburg
St. Gabriel Grade School, Pittsburgh
St. Germaine Grade School, Bethel Park
St. Gregory Elementary School, North East
St. Hedwig's Elementary School, Kingston
St. Helena Parish School, Philadelphia
St. John Byzantine School, Uniontown
St. John Cantius Grade School, Philadelphia
St. John Neumann Regional School, Palmerton
St. Joseph Grade School, Collingdale
St. Joseph Grade School, Reading
St. Joseph Grade School, Sharon
St. Joseph Grade School, York
St. Joseph Regional Academy, Jim Thorpe
St. Laurence Grade School, Upper Darby
St. Leo the Great Grade School, Lancaster
St. Martin de Porres School, Philadelphia
St. Mary Grade School, Schwenksville
St. Maurice Grade School, Pittsburgh
St. Michael Grade School, Elizabeth
St. Patrick Grade School, Johnstown
St. Patrick Grade School, Scranton
St. Paul Grade School, Scranton
St. Peter Grade School, Pittsburgh
St. Peter the Apostle School, Philadelphia
St. Philomena School, Beaver Falls
St. Theresa of Avila School, Norristown
St. Thomas Aquinas School, Philadelphia
St. Thomas More Grade School, Allentown
St. Wendelin Grade School, Butler
SS. Simon and Jude Grade School, Bethlehem
Transfiguration Grade School, Philadelphia
Visitation of the B.V.M. School, Philadelphia
Waldron Mercy Academy, Merion Station

Rhode Island

Holy Ghost Grade School, Providence
Holy Name Grade School, Providence
Monsignor Gadoury Regional School, Woonsocket
St. Joseph of Cluny School, Newport
St. Margaret Grade School, Rumford
St. Rose of Lima Grade School, Warwick

South Carolina

St. Anne Grade School, Rock Hill
Summerville Regional School, Summerville

South Dakota

Sacred Heart School, Yankton
St. Anthony Grade School, Hoven

Tennessee

School of the Good Shepherd, Decherd
St. Joseph Grade School, Knoxville
St. Mary's School, Jackson

Texas

Atonement Academy, San Antonio
Blessed Sacrament Grade School, San Antonio
Immaculate Conception School, Grand Prairie
Incarnate Word Academy, Brownsville
James L. Collins Catholic School, Corsicana
Notre Dame Grade School, Kerrville
Our Lady of Fatima Grade School, Galena Park
Our Lady of Victory Grade School, Victoria
Our Mother of Mercy Grade School, Fort Worth
Sacred Heart Grade School, Conroe
Sacred Heart Parish School, Uvalde
Seton Catholic Jr. High School, Houston
St. Cecilia Catholic School, Houston
St. Elizabeth Ann Seton School, Houston
St. James the Apostle School, San Antonio
St. John's Grade School, Borger
St. Laurence Cathedral School, Amarillo
St. Mary Grade School, Fredericksburg
St. Mary Magdalen Grade School, San Antonio
St. Patrick Cathedral School, El Paso
St. Peter Prince Grade School, San Antonio
St. Philip the Apostle Catholic School, Dallas
St. Rita Grade School, Dallas
St. Rita's Grade School, Fort Worth
St. Thomas Aquinas Grade School, Dallas
SS. Cyril and Methodius School, Corpus Christi

Vermont

St. Francis Xavier School, Winooski

Virginia

Montfort Academy, Fredericksburg
St. Ann Grade School, Arlington
St. John School, McLean
St. Matthew's Grade School, Virginia Beach
St. Michael Elementary School, Annandale
St. Patrick School Community, Richmond
St. Theresa School, Ashburn

Washington

Christ the King School, Seattle
Holy Family Grade School, Seattle
Holy Family School, Clarkston
Holy Rosary Grade School, Seattle
Sacred Heart Grade School, Bellevue
St. Charles School, Spokane
St. Joseph/Marquette School, Yakima
St. Mary Magdalen School, Everett
St. Monica Grade School, Mercer Island
St. Pascal Grade School, Spokane
St. Patrick Grade School, Tacoma

West Virginia

Sacred Heart Grade School, Charleston

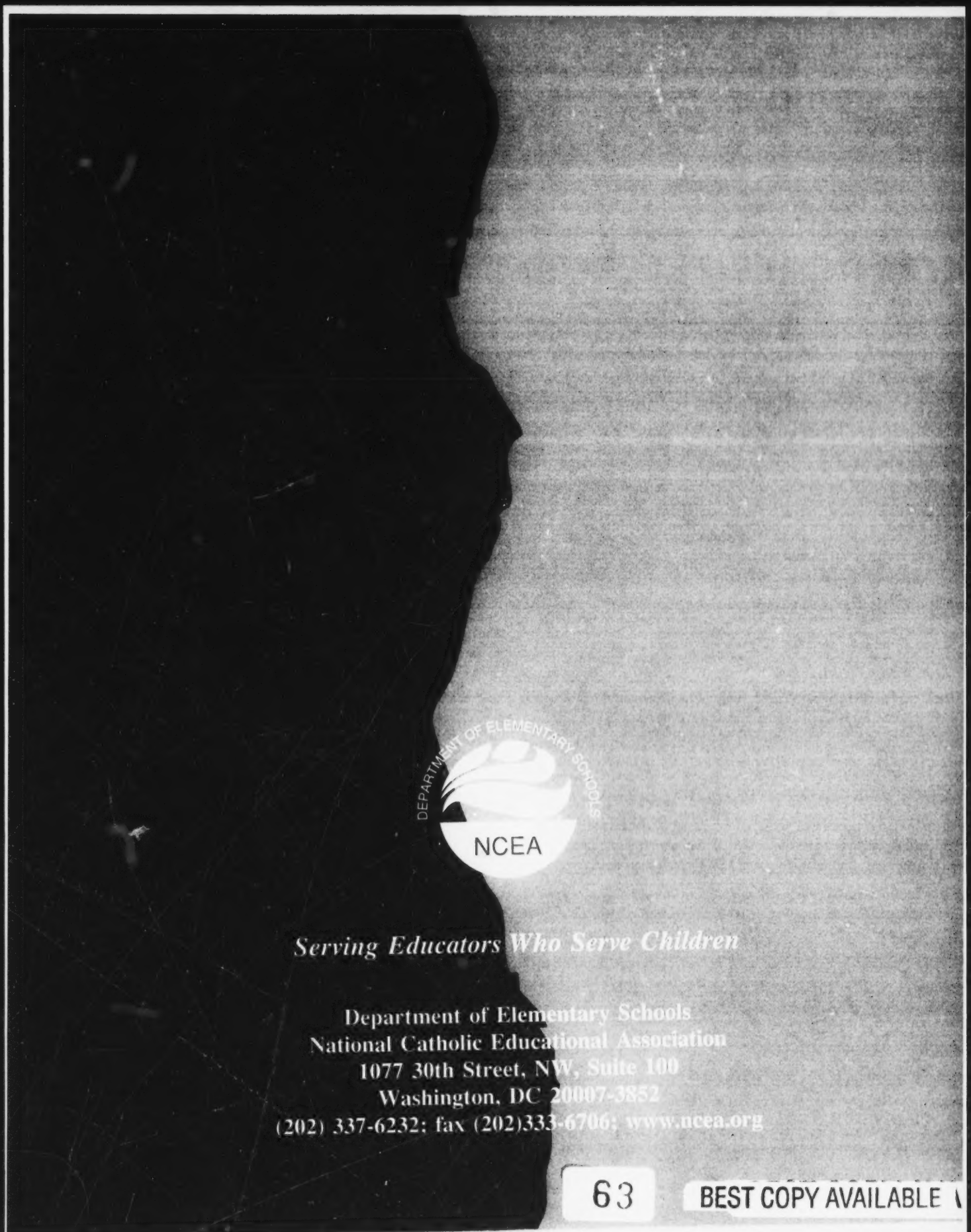
Wisconsin

Blessed Sacrament School, Milwaukee
Edgewood Campus School, Madison
F.A.C.E.S.-St. Joseph Campus, Fond du Lac
Holy Angels Grade School, Appleton
Holy Name Grade School, Racine
Holy Rosary Grade School, Darlington
Holy Rosary Grade School, Kenosha
Holy Rosary Grade School, New Holstein
Holy Rosary School, Owen
Holy Spirit Grade School, Milwaukee
Holy Trinity Grade School, Oconto
Immaculate Conception School, Milwaukee
Mary Queen of Heaven School, West Allis
Our Lady of Good Hope School, Milwaukee
Our Lady of Peace Grade School, Marshfield
Our Lady of Sorrows School, Ladysmith
Sacred Heart Grade School, Custer
Sacred Heart School, Reedsburg
St. Bernard Grade School, Watertown
St. James Grade School, Mukwonago

St. John the Baptist Grade School, Jefferson
St. Joseph Grade School, Grafton
St. Lawrence School, Wisconsin Rapid
St. Louis Grammar School-Dyckesville, Luxemburg
St. Margaret Mary Grade School, Milwaukee
St. Mary Grade School, Elm Grove
St. Mary Grade School, Random Lake
St. Mary School, Brillion
St. Mary's/St. Patrick's School, Reedsville
St. Matthew Grade School, Green Bay
St. Paul Elementary School, Wrightstown
St. Pius X School, Wauwatosa

Wyoming

St. Anthony's Grade School, Casper



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